

EFFORTS TO IMPROVE STUDENTS' WRITING SKILL
USING VISUAL MEDIA IN XI IPS 1 CLASS
AT SMA N 1 BANTUL IN THE ACADEMIC YEAR OF 2012/2013

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education



By

SUGANEKTI

NIM 07202241065

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY

2014

APPROVAL SHEET

**EFFORTS TO IMPROVE STUDENTS' WRITING SKILL
USING VISUAL MEDIA IN XI IPS 1 CLASS
AT SMA N 1 BANTUL IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education



Approved on June 16, 2014 by the Supervisors

First Supervisor

Second Supervisor

Dra. R.A. Rahmi D. Andayani, M.Pd.
NIP. 19640201 198803 2 002

Tri Wahyuni Floriasti, M.Hum.
NIP. 19780430 200812 2 001

RATIFICATION SHEET

**EFFORTS TO IMPROVE STUDENTS' WRITING SKILL
USING VISUAL MEDIA IN XI IPS 1 CLASS
AT SMA N 1 BANTUL IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS

By

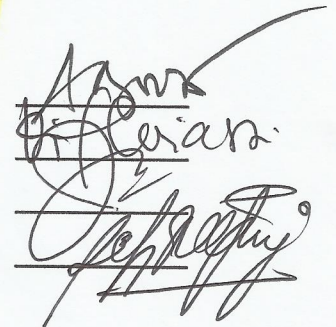
SUGANEKTI

NIM 07202241065

Accepted by the Board of Examiners of Faculty of Languages and Arts,
Yogyakarta State University on July 3 , 2014 and
declared to have fulfilled the requirements for the attainment of
the Sarjana Pendidikan Degree in English Language Education

Board of Examiners

Chairperson : Dr. Agus Widyantoro, M.Pd.
Secretary : Tri Wahyuni Floriasti, M.Hum.
First Examiner : Dra. Nury Suprianty, M.A.
Second Examiner : Dra. R.A. Rahmi D. Andayani, M.Pd.



Yogyakarta, July 3 , 2014

Faculty of Languages and Arts

Yogyakarta State University

Dean,



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini,

Nama : Suganekti

NIM : 07202241065

Program Studi : Pendidikan Bahasa Inggris

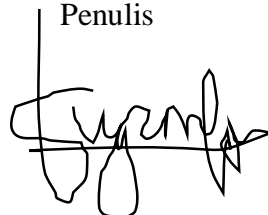
Fakultas : Bahasa dan Seni

Judul Skripsi : **Efforts to Improve Students' Writing Skill Using Visual Media in XI IPS 1 Class at SMA N 1 Bantul in the Academic Year of 2012/2013**

menyatakan bahwa karya ilmiah ini hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak ada materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila terbukti bahwa pernyataan saya ini tidak benar, maka hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 19 Juni 2014

Penulis



Suganekti

DEDICATIONS

I dedicate this thesis to my beloved grandmothers, grandfather, mother, father, sisters, brother, aunt, and nieces who have always supported and helped me all the time. Thank you so much for all of your love and kindness.

MOTTOS

**“Eventually, we will find that the only way to FAIL is
to not even TRY.”**

~ A. Einstein ~

**“Bukan JATUHku yang penting
tapi BANGKITku
di setiap kali aku jatuh.”**

~ M. Teguh ~

**“Lalui setiap proses di kehidupan ini dengan 3S
Senyum, Sholat, dan Shobar.”**

~the Writer~

ACKNOWLEDGEMENTS

1. Praise for Allah SWT for the blessings that have empowered me to accomplish this final project of my study.
2. Thank you to my first supervisor, Dra. R.A. Rahmi Dipayanti Andayani, M.Pd., my second supervisor, Tri Wahyuni Floriasti, M.Hum., and other lecturers in English Education Department for all of their helps and supports.
3. Thank you to my grandparents, parents, brother, sisters, and classmates who have always supported me in the completion of this thesis.
4. Thank you to the principal of SMA N 1 Bantul, the English teacher of XI IPS 1, and the students of XI IPS 1 for their collaborations and supports to my research.
5. I do realize that this thesis is far from being perfect. Thus, any comments and suggestions are fully appreciated in order to improve this thesis.

TABLE OF CONTENTS

TITLE	i
APPROVAL SHEET.....	ii
RATIFICATION SHEET	iii
DECLARATION LETTER	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv
CHAPTER I INTRODUCTION	
A. Background to the Study	1
B. Identification of the Problem	3
C. Limitation of the Problem	7
D. Formulation of the Problem	8
E. Objectives of the Study	8
F. Significances of the Study	8

CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Teaching Writing	10
2. Nature of Writing	20
3. Genre-Based Teaching	29
4. Writing Skill	37
5. Visual Media	40
6. Relevant Studies	43

B. Conceptual Framework

	43
--	----

CHAPTER III RESEARCH METHOD

A. Research Design	46
B. Research Setting	48
C. Research Participants	48
D. Research Instruments	48
E. Data Collection Technique	50
F. Data Analysis Technique	52
G. Research Validity and Reliability	54
H. Research Procedure	56

CHAPTER IV THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATIONS

A. Reconnaissance	71
-------------------------	----

B. Report of Cycle I	
1. Planning	78
2. Actions and Observations	87
3. Reflection	92
C. Report of Cycle II	
1. Planning	101
2. Actions and Observations	114
3. Reflections	148
D. Report of Cycle III	
1. Planning	160
2. Actions and Observations	171
3. Reflection	191
E. General Findings	200

CHAPTER V CONCLUSIONS, IMPLICATIONS, LIMITATIONS OF THE RESEARCH AND SUGGESTIONS

A. Conclusions	203
B. Implications	205
C. Limitations of the Study	206
D. Suggestions	207

REFERENCES	209
------------------	-----

APPENDICES	211
------------------	-----

LIST OF TABLES

Table 1	: The Problems in XI IPS 1 Class	13
Table 2	: The Comparison between Speaking and Writing	22
Table 3	: The Research Data	62
Table 4	: The Problems in XI IPS 1 Class	72
Table 5	: The Selected Problems to be Solved	73
Table 6	: The Possible Actions	74
Table 7	: The General Improvements	202

LIST OF FIGURES

Figure 1	: The Process of Writing	21
Figure 2	: The Process Wheel	21
Figure 3	: The Conceptual Framework	54
Figure 4	: Action Research Cycles	56
Figure 5	: The Action Research Procedures	70
Figure 6	: The Excerpt of the School Curriculum	77
Figure 7	: The Picture for Guessing Game	116
Figure 8	: The Topic of the Lesson	118
Figure 9	: The Third Task	122
Figure 10	: The Generic Structure	124
Figure 11	: The Use of General Nouns	127
Figure 12	: The Visual Media	135
Figure 13	: The Second Activity	137
Figure 14	: The Third Activity	139
Figure 15	: Books in the School Library	141
Figure 16	: The Visual Media	142
Figure 17	: The Visual Media (Video)	144
Figure 18	: The Second Model Text	151
Figure 19	: The Visual Media	173
Figure 20	: The Visual Media	176
Figure 21	: The Model Text	178
Figure 22	: True-False Statements	180
Figure 23	: The Generic Structure of Analytical Exposition	184
Figure 24	: The Visual Media	187
Figure 25	: The Rewriting Task	188
Figure 26	: Writing Topics	190

LIST OF APPENDICES

- Appendix A : Course Grids
- Appendix B : Lesson Plans
- Appendix C : Texts and Tasks
- Appendix D : Visual Media
- Appendix E : Writing Rubrics
- Appendix F : Students' Writing Tasks
- Appendix G : Students' Writing Products
- Appendix H : Students' Writing Scores
- Appendix I : Students' Attendance Lists
- Appendix J : Questionnaires
- Appendix K : Field Notes
- Appendix L : Interviews
- Appendix M : Photographs
- Appendix N : Letters

**EFFORTS TO IMPROVE STUDENTS' WRITING SKILL
USING VISUAL MEDIA IN XI IPS 1 CLASS
AT SMA N 1 BANTUL IN THE ACADEMIC YEAR OF 2012/2013**

by
Suganekti
NIM 07202241065

ABSTRACT

The aim of this research was to improve the students' writing skill of XI IPS 1 class at SMA N 1 Bantul. It used visual media such as picture cards, slide presentations, videos, and visual organizers to help the students learn English text types better.

This research was action research. It consisted of three cycles. In each cycle, the researcher did some planning, actions, and reflections. The data were collected from questionnaires, classroom observations, interviews, field notes, and the students' writing products. The data were analyzed qualitatively and quantitatively. This research performed the democratic validity, outcome validity, process validity, and dialogic validity. It also conducted the inter-rater reliability and triangulation.

The findings showed that visual media were successful in improving the students' writing skill in five aspects. Those are in the understanding of grammar, vocabulary mastery, writing mechanics, text type features, and lesson engagement. The average score of the students' writing product was 74,19 in the first cycle, 83,89 in the second cycle, and 75,44 in the third cycle. In conclusion, the use of visual media in improving the students' writing skill of XI IPS 1 at SMA N 1 Bantul was proven successful.

Keywords: writing skill, visual media, action research

CHAPTER I

INTRODUCTION

A. Background to the Study

Among the four English basic skills, writing is considered to be the most difficult skill to learn by students, especially in the EFL (*English as Foreign Language*) context. Unlike other English language skills, writing has two important aspects that should be considered by the teacher in order to be able to conduct a good writing lesson. They are the process of writing and the product of writing. Both of them are equally essential. However, most teachers nowadays only focus on the product of writing.

There are several ways to help the students in their process of writing. One of applicable ways that the teacher can do is by maximizing the use of teaching media. Among several media available in the writing lesson, one of suitable media is visual media. In a language classroom, visual media that can be used in the teaching and learning process vary greatly in many forms such as display cases, posters, flannel boards, wall charts, books, flashcards, overhead transparencies, slide presentations, television, chalkboards, flip charts, handouts, still pictures, filmstrips, slides, films, models, and animations.

In the writing lesson, the teacher can use some of them or maybe all of them as teaching media to help the students during their process of writing. However, although the use of visual media in teaching writing offers several potential benefits, there are only few English teachers who use it in their writing lesson. One

of them can be found in the process of teaching writing in XI IPS 1 class at SMA N 1 Bantul.

SMA N 1 Bantul is one of Senior High Schools in Bantul Regency which has a title of RSBI (*Rintisan Sekolah Berstandar Internasional*). It is a very good school which has many facilities to support English teaching and learning process. In contrast with the condition of the school, the process of teaching writing there could be categorized as conventional, particularly in XI IPS 1 class.

Most students did not engage well into the lesson due to the lack of motivation and attention. They were unable to get ideas easily for their writing and take so much time only to get them. They were unaware of the mechanics of writing. They also did not have good understanding in English grammar. Overall, most students in XI IPS 1 had difficulties in their process of writing and they were still unable to produce a good product of writing. Based on those conditions, therefore, it could be concluded that the writing skill of XI IPS 1 students was quite low.

Considering the situation of teaching writing and students' writing skill in XI IPS 1, there is something that should be done to overcome the problems in the teaching and learning process of writing. One of the possible solutions that can be applied is by using visual media to teach writing in this class. Therefore, it can be concluded that this study is worth doing because it tries to improve the students' writing skill of XI IPS 1 class at SMA N 1 Bantul using visual media.

B. Identification of the Problem

In order to identify the problems occurred in the process of teaching and learning writing in XI IPS 1 class at SMA N 1 Bantul, the researcher had conducted two preliminary observations and given a questionnaire both to the students and the English teacher there. The first preliminary observation was conducted on August 1st, 2012 and the second preliminary observation was conducted on August 2nd, 2012. The questionnaires were given to the students and the English teacher right after the second preliminary observation. The field notes taken from those two preliminary observations will be presented in detail as the following:

Based on those two preliminary observations above, the researcher found some problems in the process of teaching and learning writing in XI IPS 1 class at SMA N 1 Bantul. Those problems could be categorized into four major aspects. They were the teaching method, the teaching media, the students, and the English teacher.

The first problem in the process of teaching and learning writing in XI IPS 1 was related to the teaching method. The teacher did not use Genre-Based Teaching as the method to conduct the writing lesson. The teaching method used in the classroom was likely more similar to PPP (*Presentation, Practice, and Production*) method.

In the case of teaching and learning writing in XI IPS 1, the students only learnt one text. It was presented and explained in front of the class and the students were asked to write a similar text. In addition, the students were not trained in the writing mechanics such as the use of punctuations, capitalization, appropriate

spelling, and the writing layout. Adequate exercises to add the students' vocabulary and their understanding in grammar rules were also not given.

The second problem was related to the teaching media used in the teaching and learning process of writing in XI IPS 1 class at SMA N 1 Bantul. It could be seen from the field notes that the teacher only depended on the module to conduct the lesson. The module was a compilation of all materials such as texts and activities that were used in the lesson for one semester. All students were required to copy it in order to ease them following the lesson.

However, the use of module had several weaknesses in the writing lesson in XI IPS 1 class. Firstly, the teaching process became so monotonous because the students had already known the materials. They could read the materials by themselves without attending the class. It made the lesson less interesting and encouraging for them.

Secondly, the module was poorly created. The layout of each page was plain and inconsistent. The text was not written in the same size and type of font. Most of them had no alignment so that many parts of the text were missing and incomplete. The content of the module was not colored (only black and white) and lack of pictures (only four pages had additional pictures). As the result, many students did not like the module because it was not interesting and motivating them to learn more. They felt bored and sleepy by the constant use of the module in the lesson.

The third problem was related to the students of XI IPS 1 class. They were belonged to passive students. During the teaching and learning process, most of the

students were not engaged well into the lesson. In most of the time, the students must be asked directly only to do a simple task rather than have to wait them to do it voluntarily. They also often gave no response to the questions. They gave less attention and preferred to chat with their friends rather than listening to the explanations. Corresponding to the writing skill, the students of XI IPS 1 class had difficulties in English grammar and structure. They did not have a wide range of vocabulary to use in their writing. They also paid no attention to the mechanics of writing such as punctuations, capitalization, spelling, and text layout.

The fourth problem was related to the teacher. There were some problems found during the writing lesson. Firstly, the lesson materials were not prepared quite well. They were not copied yet so that the materials could not be used directly in the lesson. Ideally, all materials required for the lesson were available and ready before the lesson was conducted.

Secondly, some students were ignored during the lesson. In fact, respecting them and giving positive comments were necessary. Building and maintaining a good interaction and rapport with them were also important so that they would also pay attention to the lesson.

Thirdly, the students did not get adequate feedback. Ideally, positive feedback to the students' performances and progresses should be given such as giving a praise for good students or a comment for their work. These feedback were important in order to encourage or motivate the students to learn well.

Fourthly, the students did not get full assistance during their process of writing. Ideally, the roles of teacher should be maximized by supporting and

prompting the students to learn more in the classroom. Those supports would be very helpful to ease them in the process of writing. It was hoped that the supports and guides could also make a comfortable situation for the students in the classroom.

C. Limitation of the Problem

Exploring all identified problems stated in the previous section was not feasible for the researcher. Thus, there were some limitations in this research. First, it was related to the time. This research was only conducted for about four weeks from 29th August to 1st October in the first semester of 2012/2013 academic year. Second, it was related to the place. This research was only conducted in XI IPS 1 class at SMA N 1 Bantul. Third, it was related to the feasibility. This research did not try to solve all the problems, but it only focused on the problems of teaching media that influenced the students' writing skill. Last, it was related to the resources. This research was only focused on using visual media to bring some improvements in the students' writing skill.

D. Formulation of the Problem

Regarded to the limitation of the problem, the researcher formulated the problem of this study as follow: *“How can the writing skill of XI IPS 1 students at SMA N 1 Bantul be improved through the use of visual media?”*

E. Objectives of the Study

Corresponding to the formulation of the problem, the researcher then constructed the objective of this study. Based on the discussion in the previous section, the objective of this study was to improve the students' writing skill in XI IPS 1 class at SMA N 1 Bantul in the academic year of 2012/2013 using visual media.

F. Significances of the Study

The findings of this research are expected to give some contributions to these following parties:

1. For the XI IPS 1 students: the findings of this research will help them to improve their writing skills.
2. For the XI IPS 1 teacher: the findings of this research will give a valuable source to teach writing using visual media.
3. For the SMAN 1 Bantul: the findings of this research will provide a reference to the English teaching and learning process in the school.
4. For the Material Developers: the findings of this research will give some reference to develop teaching materials in the writing lesson.
5. For the Further Studies and Other Researchers: the findings of this research will give some bases to be developed when they want to conduct a similar study in English teaching.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents some theories which underlie and relate closely to this research. The discussion of this chapter is divided into two main parts: literature review and conceptual framework. In the literature review, the researcher discusses some theories, studies, or any documents which are relevant and supportive with the topic of this research. In the conceptual framework, the researcher will try to relate the theories mentioned to the focus of this research.

A. Literature Review

This sub-chapter discusses some relevant and supportive theories which become the basis of this study. In discussing the theories, the researcher categorizes them into two main topics. The first topic will focus on the theories of writing while the second topic will focus on the theories of visual media. There are about six headings in the literature review. They are the nature of writing, writing skills, teaching writing, and visual media in teaching writing. The discussion of each part is presented as follows:

1. Teaching Writing

Writing is one of English basic skills that the students must learn in order to master this language. Compared to the other skills, it is believed that this skill is considered to be a difficult subject to learn and even to teach. The

complexity of writing skill requires both the teacher and students to do a little hard work in order to be success, especially in the EFL context.

Teaching writing in the EFL classroom, of course, will be different since the target learners are quite unfamiliar with English in their daily life. It will be, then, the main duty of the English teacher to conduct an appropriate teaching that suits the conditions of EFL classroom. Harmer (2007:79) lists some reasons for teaching writing to EFL students. They include reinforcement, language development, learning style, and writing as a skill. These four reasons will be further explained in the following discussion:

a. Reinforcement

Writing will be a good visual demonstration of language construction. It can be also useful as an aid for the students to committing the language into their memory.

b. Language development

Writing helps the students to learn as they go along. The activity involved in the writing process is all part of the ongoing learning experience.

c. Learning style

Writing will be very useful to learn English for some learners that prefer to deal with deep thinking and slower ways in the learning process. The recursive activity of writing may be joyful for them to learn the language.

d. Writing as a skill

The main reason to teach writing to the students is the fact that writing is a basic skill of English. It is as important as other skills such speaking, listening, and reading. There are many activities in the daily life that involve writing such as making letters, manuals, books, etc. Thus, writing skill is a need to be taught in the academic situation.

In the writing lesson, the teacher has a crucial part in the success of the teaching and learning process. A good teaching supported by appropriate materials will significantly help the students to learn and master the writing skill. On the other hand, inability to conduct a good teaching will seriously give bad impact to the students in their learning process. Thus, it is the duty for the teachers to understand their roles in the writing lesson in order to ensure the success of the teaching and learning process. Harmer (2004:41) lists some roles of the teacher in the writing lesson. Among the roles which the teachers have to perform before, during, and after the students writing are the following:

a. Demonstrating

The teacher should be able to draw the important features of language to the students' attention. These features include writing conventions and genre constraints in specific types of writing.

b. Motivating and Provoking

During the process of writing, the students may find themselves getting lost for words. In this situation, the teacher can help students by

provoking the students to have ideas, motivating them with the value of the task, and persuading them the good effect of the lesson.

c. Supporting

The teacher should be extremely supportive, always available, and prepared to help the students overcome difficulties. The supports can be in many forms such as feedback, comments, or grades. It is essential for the teacher to support the students in order to be able to learn better and accomplish the learning objectives.

d. Responding

The teacher should respond to the students' writing process. He can react supportively to the content and construction of the students' writing. Sometimes, he can give suggestions for improvement on the students' work or just tell the students how well it is going so far. In a particular condition, the teacher can also make comments about the students' use of language and suggest ways of improving it.

e. Evaluating

The teacher should evaluate the students' work, telling them how well they have done. In evaluating, the teacher should indicate where the students write well and where they make mistakes. Sometimes, he may give grades or scores to the students' work in the purpose of showing the level of students' understanding and persuading them to learn better.

Supporting with the above categories, Chris Tribble in Harmer (2004:109) proposes other roles of teacher in a writing lesson. He mentions that there are at least six roles of teacher that should be done to help the students learning writing better. The first role is as an examiner. It means that the teacher should give objective evaluation towards students' writing performance. The second role is as an audience. It means that the teacher should respond to the students' ideas or perceptions in their writing products. The third role is as an assistant. It means that the teacher should help the students along the process of their writing. The fourth role is as a resource. It means that the teacher should be available to give guidance or information when it is needed by the students. The fifth role is as an evaluator. It means that the teacher should give evaluation on how well the progress of the students' writing, both in performance or product. The sixth role is as an editor. It means that the teacher should help the students in selecting and rearranging pieces of writing that they are going to publish as a final version.

Brown (2000:340) adds the roles of teacher in a writing lesson with two more categories. The first is as a responder. It means that the teacher has to give feedback and comments to the students' writing. The second is as a facilitator. It means that the teacher should give proportional guidance in the students' writing process. Being proportional means that the teacher may not impose the students too much but also allow the students' creativity to get involved. They also have to encourage the students to write and help them to compose their writing in a very supportive environment.

In the world of teaching writing, there is an issue of authenticity which should be taken into account by the teacher. This authenticity issue relates to the question of how much the classroom writing is “real” writing (Brown, 2000:339). In order to deal with this issue, the teacher should distinguish between real writing and display writing. Ann Raimes in Brown (2000:340) explains the definition of real writing as a kind of writing when the reader does not know the answer and genuinely wants information. The examples of real writing are letters, memos, advertisements, and so on. Meanwhile, display writing is a kind of writing that has a primary purpose for the display of someone’s knowledge. The display writing is the one that usually occurs in academic or school context. The examples of display writing is written exercises, short answer essays, and writing in the test situation.

Another issue related to the teaching writing is the design of writing techniques that the teacher must provide to encourage the students’ learning. In relation to this issue, Brown (2000:346) enumerates a number of specific principles for designing writing techniques. They are incorporating practices of good writers, balancing the process and product of writing, accounting for cultural or literary background, connecting reading and writing, providing as much authentic writing as possible, framing the students’ techniques in terms of prewriting, drafting, and revising stages, offering techniques that are as interactive as possible, applying methods of responding and correcting the students’ writing, and giving clear instructions to the students about the rhetorical and formal conventions of writing.

According to Weigle (2012: 16), there are about three general approaches to teaching writing in the classroom. First is the traditional product-oriented approach, second is the process-oriented approach, and third is the genre-based approach. Each of the approach will be described below.

a. The Traditional Product-Oriented Approach

The traditional approach is an approach that has the emphasis on the correct usage of grammar and style. Traditional writing class does not help the students to develop writing skills because writing is not a single act of recording thoughts in a correct linguistic form, but a very laborious process of discovering thoughts that involves many complicated competences and skills.

In this approach, the students are encouraged to mimic a model text given by their teacher. The model text is presented at the early stage of lesson. It is also analyzed by the students at the same time. A model for such an approach is outlined below:

1) Stage 1

Model texts are read, and then features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. If studying a story, the focus may be on the techniques used to make the story interesting. In conclusion, the students will learn to focus on where and how they write using the model's type.

2) Stage 2

This consists of controlled practice of the highlighted features, usually in isolation. So if students are studying a formal letter, they may be asked to practice the language used to make formal requests, practicing the '*I would be grateful if you would...*' structure.

3) Stage 3

The third stage is organization of ideas. This stage is very important. Those who agree with this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language. In fact, in most writing classes, the students take so much time just to find ideas for their writing. In addition, they need more time again in order to organize their ideas to be transferred into a writing product.

4) Stage 4

This is the end result of the learning process. Students choose from a choice of comparable writing tasks. Individually, they use the skills, structures, and vocabulary that they have been taught in order to produce the product of writing. There, they must show what they can do as fluent and competent users of the language.

b. The Process-Oriented Approach

The second approach is process-oriented approach. In the process approach, the steps or stages are illustrated and practiced from the generation of ideas and compilation of information through a series of

activities for planning, gathering information, drafting, revising, and editing. This sequence of activities typically occurs in five stages. They are prewriting, planning, drafting, revising, and editing. All of those stages will be further explained in the following.

1) Prewriting

In this stage, the students generate their ideas, strategies, and information for a given writing task. This stage usually involves research of literatures and finding information to work with. In this stage, the students can work individually or in groups, depending on their needs.

2) Planning

In this stage, the students reflect on the materials which are produced during prewriting stage to develop a plan for achieving the objective of the given task.

3) Drafting

In this stage, the students will produce words on a paper or on a computer that match (more or less) to the initial plan of the given task. It becomes the first version of the students' writing product. It can be edited or revised later.

4) Revising

In this stage, the students reread the text with the goal of making large-scale changes so that text and plan are matched.

5) Editing

In this stage, the students will focus on sentence-level concerns, such as spelling, punctuation, sentence length, concord, and style of language.

c. The Genre-Based Approach

In the genre-based approach, the knowledge of language is attached to a social purpose, and more focus is on the viewpoint of the reader than on that of the writer. Writing is mostly viewed as the students' reproduction of text based on the genre offered by the teacher. It is also believed that learning takes place through imitation and exploration of different kinds of models. Accordingly, learners should be exposed to many examples of the same genre to develop their ability to write a particular genre. Through exposure to similar texts, students can detect the specialized configurations of that genre, and they also can activate their memories of prior reading or writing experiences whenever they encounter the task of creating a new piece in a familiar genre.

Furthermore, the genre approach encourages students to participate in the world around them, to comprehend writing as a tool that they can utilize, and to realize how writers manage content to promote logical organization. It also allows students to become more flexible in their thinking and eventually to realize how authors organize their writings.

2. Nature of Writing

In English writing, there is a nature of the composing process (Brown, 2000:335). The compositional nature of writing has produced some writing pedagogy. The pedagogy focuses the students on how to generate ideas, how to organize the ideas coherently, how to use discourse markers and rhetorical conventions and put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. Recognizing the compositional nature of writing, there are two major parts that compose the writing. They are the process of writing and the product of writing. Both of them are correlated each other and used as the basis of approach in the way the teacher will teach writing in the classroom.

In the product approach, the teaching will mostly concern with the final product of writing. The students' compositions are supposed to meet certain standards of English style, reflect accurate grammar, and be organized in conventional way. The final product will also be measured using a list of criteria that includes content, organization, vocabulary use, grammatical use, and mechanical considerations.

Meanwhile, the teaching which adopts the process approach will be mostly done in such ways as focusing on the process of writing, helping the students to understand their own writing process, giving the students time to write and rewrite, putting central importance on the revision process, letting the students to discover what they want to write, giving the students feedback throughout the writing process, encouraging feedback from both the instructor and the

peers, and including individual conferences between the teacher and the students during the process of composition (Brown, 2000:335 adapted from Shih 1986).

Writing is a thinking process in which the students can plan and revise before they release the final product (Brown, 2000:336). In line with Brown, Harmer defines the process writing as the stages a writer goes through in order to produce something in its final written form (Harmer, 2004:4). The process of writing is affected by three major aspects. These aspects are the content, the type, and the medium of writing. The content is defined as the subject matter of the writing. The type is defined as the form of the writing. It can be shopping lists, letters, essays, reports, novels, etc. Meanwhile, the medium is defined as the way the writing is written in. It can be using pen and paper, computer word files, live chats, etc.

The process of writing also has four main elements (ibid, pp.4-5; Brown, 2000). They are planning, drafting, editing, and final version. They are further explained in the following:

a. Planning

In this process, the writers will try and decide what it is they are going to say. Before they start writing, they have to consider at least three aspects such as the purpose of their writing, the audience of their writing and the content structure of their writing. The purpose of writing relates to the type of text they are going to produce. It also relates to the language they will use and the piece of information they will choose to include.

The audience of writing relates to the subjects that the writers are writing for. It will influence the shape of the writing such as how the text is laid out and how the paragraphs are structured. It also relates to the choice of language that the writers are going to use, whether it is informal or formal language. The content structure of writing will influence to the sequence of facts, ideas, or arguments that the writers will include in their writing.

b. Drafting

In this process, the writers will produce their first version of writing. It is usually called as a draft. The draft will become the basis of the writers to develop in the later process of writing. They can produce some drafts on the way to the final version.

c. Editing

In this process, the writers will do reflecting and revising the draft that they have been produced before. They can read through the draft to see where it works and where it does not. They may reorder the information, change some words or sentences, or even move some paragraphs. Checking the spelling and grammar also become the part of this process. In addition, they can ask for comments or suggestions by other people in order to make the writing better.

d. Final version

After the writers have edited the draft and made some revisions that they consider to be necessary, they will produce their final version. Their

final version may be different to their first draft. It is normal because their draft have changed in the editing process.

To simplify the explanations above, the stages of writing process can be illustrated in the following diagram (ibid, pp.5):

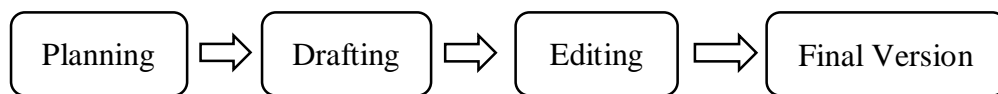


Figure 1. The Process of Writing

However, the actual process of writing sometimes is not linear as shown above. The process of writing tends to be a recursive process. It means that the writers will not only go through planning, drafting, and editing. They may do re-planning, re-drafting, and re-editing until they think that their writing is satisfying enough. Thus, Harmer (2004:6) illustrates the recursive process of writing in a diagram called the process wheel. The diagram of process wheel is presented in the following:

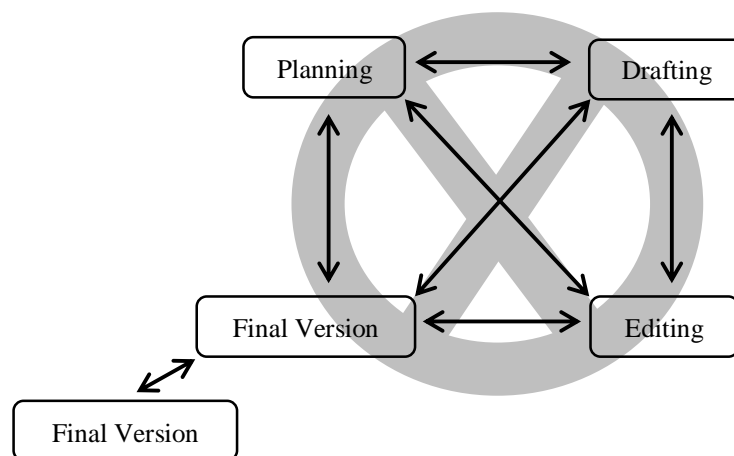


Figure 2. The Process Wheel

A simplistic view of writing puts a definition of written language as simply the graphic representation of spoken language that lies in graphic instead of auditory signals (Brown, 2000:335). However, considering the process in which the communication occurs, it can be obviously seen that the process of writing is different compared to the process of speaking. Although in some ways both of these skills may share several similarities, they are particularly different in nature. Harmer (2004:7-11) lists some differences between writing and speaking in six aspects (time and space, participants, process, organization and language, signs and symbols, and the product). The comparison between speaking and writing will be further explained in the following table.

Table 2. The Comparison between Speaking and Writing

Time and Space	
<i>Speaking</i>	<i>Writing</i>
It operates in the here-and-now world of immediate interaction.	It transcends in time and space.
Transient	Permanent
Spoken words fly away on the wind.	Written words stay around, even for a long time.
Participants	
<i>Speaking</i>	<i>Writing</i>
The communication often takes place between people who can see each other (direct interaction).	The communication often takes place between participants who cannot see each other (indirect interaction).
The audience may often be specific people.	The audience may often be general and may be represented as a type.
Speakers decide to say on the basis of what their co-participants are saying.	Writers decide to write on the basis of their own purpose.
Speakers may ask for clarification to the co-participants or vice versa.	Writers do not have to ask for clarification to their audience.
Speakers may modify what they say shortly.	Although writers can modify what they write, it needs more time to do so.

Speakers may constantly be interrupted during the communication.	Writers face less interruption during their communication to the audience.
Addresser and addressee frequently swap roles.	There are no swap-roles between the writers and their audience.
Process	
<i>Speaking</i>	<i>Writing</i>
There is a little lag between production and reception.	There is no lag between production and reception.
Speakers may use lots of repetitions, rephrasing sentences, and 'time-buying' expressions.	Writers may use repetitions, but they do not do rephrasing sentences or use 'time-buying' expressions.
The process to get the final product is nearly so instant.	The process to get the final product is not instantly made. It may come from a recursive process and multiple drafting.
Although it is not always, the process of speaking is usually less complex.	The process of writing is more complex.
Organization and Language	
<i>Speaking</i>	<i>Writing</i>
Some conversations follow preset patterns such as in phatic events.	A lot of writing follows a defined discourse organization and convention.
Less correct speaking products such in pronunciation and grammar will be tolerated.	Less correct writing products such in grammar or spelling will be judged harshly.
Speech is often made up of smaller chunks of language.	Most writing consists of fully developed sentences.
The proportion of content words is significantly smaller.	A written text frequently has more content words than functional words.
In spoken communication, it is commonly to use hesitation markers, phrasal verbs, non-clausal units, interjections, nonsense words, contracted verb forms, tag questions, and echo questions	The features mentioned are not commonly used in writing.
Signs and Symbols	
<i>Speaking</i>	<i>Writing</i>
It is commonly to use expression, gesture, stress, intonation, tone, speed, and paralinguistic language in spoken communication.	It is commonly to use punctuations, underlines, italics, and emoticons in written communication.

The Product	
<i>Speaking</i>	<i>Writing</i>
Sometimes, the product is kind of 'work in progresses'.	It usually turns up as a finished product.
Extremely tolerant of error	Intolerant to any error made

Brown (2000:341) and also in Weigle (2002:15-16) enumerates the characteristics of written language into seven major points. They are permanence, production time, distance, orthography, complexity, vocabulary, and formality. Permanence means that the writers cannot do changing, clarifying, or withdrawing the final product of writing that they present to the audience. In a matter of production time, the writers normally are given much time to do the process of writing which involves planning, drafting, editing, and so on. However, in some cases, time limitation is given such as in writing tests or display writing.

The writers, therefore, must be aware to the matter of time in order to produce the best possible product during the time given. Distance means that there is a gap between the writers and their intended audience, whether it deals with knowledge, perspectives, or so on. Thus, the writers should be able to predict the characteristics of their audience in order to produce a writing product that is appropriate to the audience.

Orthography relates to the mechanics of writing such as spelling and words. The writers should accustom themselves to the standard writing system in order to produce a good writing product. Complexity of writing relates to such aspects as how to remove redundancy, how to combine sentences, how to

make references, and much more. Vocabulary relates to the words known and used in a particular language. The writers should learn to take advantage of the richness of English vocabulary. The last aspect, formality, relates to the formal conventions of English writing. In order to be accepted in the community, the writers must follow the standard convention used by their intended audience.

Harmer (2004:31) points out that in the nature of writing, the students sometimes will face two kinds of writing activities. They are writing for learning and writing for writing. These two kinds of writing are slightly different in the purpose, in the teaching techniques the teacher will use, and in the activities the students will get into. Thus, it is important for the teachers to have good understanding about them before they start teaching.

In the writing for learning, the students are placed in the condition where they write basically to improve their learning of the grammar and vocabulary of language. During the writing for learning activities, the students will be encouraged to focus on the accurate of the language use. It will be very useful for provoking their language development and reasonable thinking. There are several kinds of activity that the students may involve in the writing for learning such as reinforcement writing, preparation writing, and activity writing.

In the reinforcement writing, the activities are aimed at reinforcing language that has been taught. The reinforcement writing includes such activities as asking the students to write sentences using recently learnt grammar, asking the students to practice or research vocabulary, and asking the

students to write paragraphs and practice to focus on the aspects of language or text construction. In the preparation writing, the writing activities are used as preparation for some other activities. This involve such activities as asking the students to complete sentences before they are required to give some opinions, asking the students to write notes before they are directed to a discussion session.

In the activity writing, the purpose of writing is used as an integral part of a larger activity where the focus can be something else such as language practice, acting out, or speaking. The activities of activity writing do not teach the students how to write, but will require the students to write in order to do the activity. The students can be involved in such activity as asking them to write short dialogues which they will then act out, asking them to write answers from people about what they like or dislike which will be reported at the end of the lesson.

In the writing for writing, the activity is aimed at helping students to become better writers and to learn how to write in various genres using different registers. Its main objective is about helping students to communicate real messages in an appropriate manner. The activity in writing for writing usually gives more emphases on the micro skills of writing such as spelling, punctuation, layout, and language choice (including register and vocabulary). They are focused on helping the students to write better in a particular genre or genres.

The example of activity in writing for writing can be asking the students to make a letter for their friends. Instead of directly asking them to write, they are given some examples of letter to discuss. Then, they are asked to identify the layout, the language choice (whether it is informal or formal), the specific register, or any other features. The tasks can be in the form of answering questions, comparing, classifying words, completing sentences, and so on. At the end, the students are asked to write their own letter based on the understanding from the previous practice.

Discussing the nature of writing above leads to a conclusion that writing has two important parts to be considered, the process and the product of writing. In the process of writing, the learners will take at least four steps. They are planning, drafting, editing, and producing the final version. Writing also takes a different medium of communication that is written communication. Unlike the spoken communication, the written communication differs in terms of the process, the language use, the participants, and the product.

3. Genre-Based Teaching

Teaching writing in the EFL context is different among countries which include English in their curriculum. Teaching writing in Indonesia, for instance, is referred as genre-based teaching. Genres refer to the different writing constructions (Harmer, 2004:17). Each genre has different characteristics in the way it looks, the way it writes, and the way it presents. In

order to write in a particular genre, there are specific choices of vocabulary, registers, and features that the writers should know.

There are a lot of types of genre in English. Brown (2004:219) classifies the genres into three major groups. They are academic writing, job-related writing, and personal writing. The academic writing includes such genres as papers, general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical reports, theses, and dissertations.

The job-related writing includes such genres as messages, letters, emails, memos, job-related reports, schedules, labels, signs, advertisements, announcements, and manuals. Meanwhile, the personal writing includes such genres as letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration documents, diaries, personal journals, and fiction.

Considering that the aim of writing lesson in Indonesia is about learning genres, there is a technique that is specified for maximizing the students understanding to the English genres. It is called as Genre-based Teaching. According to Feez and Joyce (1998:28), the genre-based teaching is divided into five stages. They are building the context (building knowledge of field), modeling the text (modeling and deconstructing the text), joint construction of the text, independent construction of the text, and linking related texts.

Building the context or building knowledge of field is the first stage in the genre-based teaching. In this stage, the students are introduced to the social context of an authentic model of the text-type being studied. The focus of this stage will be exploring features of general cultural context in which the text-type is used and the social purposes the text-type achieves and exploring the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need. The learning activities involved in this stage are divided into two categories. They are exploration of register and context-building activities. In the exploration of register, the activities will involve the students in building knowledge of the topic of the model text and knowledge of the social activity in which the text is used, understanding the roles and relationships of the people using the text and how these are established and maintained, and understanding the channel of communication being used.

Modeling and deconstructing the text is the second stage of the genre-based teaching. In this stage, the students are aimed at investigating the structural pattern and language features of the model. They are also involved in comparing the model with other examples of the text-type. The learning activities involved in this stage are divided into three categories. They are text-level activities, clause-level activities, and expression-level activities. The text-level activities consist of such activities as presentation activities, sorting, matching, labeling activities, and activities that focus on cohesive device. The clause-level activities consist of presentation and practice activities which

relate to the grammatical features of the text. The expression-level activities consist of activities in spelling, handwriting, and typing practice as needed for the use of the text-type.

Joint construction of the text is the third stage of genre-based teaching. In this stage, the students will begin to contribute to the construction of whole examples of the text-type. The teacher will gradually reduce the contribution to the text construction, as the students move closer to being able to control the text-type independently. The learning activities involved in this stage are discussing and editing whole class construction, skeleton texts, jigsaw, information gap activities, small group construction of texts, self-assessment and peer assessment activities, and dictogloss.

Independent construction of the text is the fourth stage of the genre-based teaching. In this stage, the students will work independently with the text. The teacher will use the learner performances for achievement assessment. The learning activities involved in this stage are making drafts and presenting whole texts.

Linking to related texts is the last stage of the genre-based teaching. In this stage, the students will investigate how what they have learnt in this teaching or learning cycle can be related to other texts in the same or similar contexts. It can also be related to the future or past cycles of teaching and learning. The learning activities involved in this stage are comparing the use of the text-type across different fields, researching other text-types used in the same field, role-playing what happens if the same text-type is used by people with different

roles and relationship, comparing spoken and written models of the same-type, and researching how a key language feature used in a particular text-type is used in other text-types.

In the genre-based teaching, the unit of work can be divided into some cycles. Each new cycle of teaching and learning is related to the one before. A new cycle may be related to the previous in one of the following ways (Feez and Joyce, 1998:32-33):

- a. It develops the same topic.
- b. It introduces a new text-type which occurs in the same context of use as the one studied previously.
- c. It revisits the same text-type in a different context.
- d. It provides an opportunity to work with the same language feature or features.
- e. It provides an opportunity to continue practicing the same skills or strategies.

Each unit of work in the genre-based teaching is designed so that the students gradually gain control of one or more whole texts in order to use them in social contexts. The students will be involved in a series of language learning activities in some cycles. The teacher should use different activities at different stages of each cycle. The examples of activity in each cycle, as proposed by Feez and Joyce (1998:33), will be presented in the following:

a. First stage of the cycle

The kinds of activity that can be used by the teacher are activities that build knowledge of a context of language use which related to learner needs, activities that involve visuals, realia, excursions, discussions, field-work and vocabulary building, and parallel activities that build cross-cultural strategies and spelling skills.

b. Second stage of the cycle

The kinds of activity that can be used by the teacher are activities that involve a close investigation of the purpose and structure of a model of a text type which occur in the context and activities that focus on the register and language features which are central to the text achieving its purpose.

c. Third stage of the cycle

The kinds of activity that can be used by the teacher are activities that provide the students with opportunities to use the text type with support and activities that gradually demand the students to do more independent performances.

Brown (2004:237) provides a simple guidance in conducting assessment towards the students' skills to write common English genres. These common genres include narration, description, persuasion, and exposition. According to him, some aspects to consider in the assessment will include such things as following the expected conventions, conveying purpose, goal, or main idea,

using effective writing strategies, and demonstrating syntactic variety and rhetorical fluency.

Before the students are required to write in a certain genre, they should have knowledge and competencies of writing. They are very important for the students in order to ensure successful communications to the readers. Harmer (2004:17) categorizes the knowledge that the students should know into four types of schematic knowledge. They are all described as follows:

- a. Knowledge of genres: it is defined as the understanding of how different purposes are commonly expressed within a discourse community.
- b. General world knowledge: it is defined as the understanding about the world in general discussion.
- c. Sociocultural knowledge: it is defined as the social and cultural knowledge which members of particular social group can reasonably be expected to know.
- d. Topic knowledge: it is defined as knowing something about the subject being discussed.

Teaching students genres of writing, the teacher must be careful such problems as the genre trap (Harmer, 2004:29). Presenting samples of genre to the students to imitate will lead the teacher's efforts to be more prescriptive rather than descriptive. The prescriptive means that the teacher guides the students to write a same text as the sample given. Meanwhile, the descriptive

means that the teacher emphasizes that the sample given is just for information in how the text is often done. The side effect of being prescriptive is that the students may just slavishly imitate to the sample text given. In fact, the teacher should train the students to develop their creative thinking in order to produce a writing product that is not just a copy of the sample text.

In order to avoid this, there are some ways that the teacher can do in teaching writing. Firstly, the teacher should give more emphases on the text construction and language use rather than text reproduction. It will train the students to write creatively rather than plainly reproducing. Secondly, the teacher should ensure that the students understand the difference between example and model texts. In the writing lesson, the teacher should put more emphases on giving example texts rather than model texts. It will train the students to see that the sample of text given is just the example (giving information and guidance) of how a good text should be and avoid them to think it as a model text that they can slavishly copy.

Last but not least, the teacher can give a variety of exposure so that the students will not be tied to one restricted model. The teacher should also provide the students a lot of examples of texts within a genre so that the students will be aware of the differences and similarities between the texts. It will also train them to be more descriptive rather than prescriptive in the genre analysis.

The notion of teaching writing above leads to a conclusion that teaching writing in Indonesia is aimed at giving the students understanding of English

genres. The understanding includes the purpose, the characteristics, the language features, and the grammatical features of the genre. Thus, the technique of teaching writing which is appropriate is the genre-based teaching. The genre-based teaching is divided into five major stages. They are BKoF (*Building Knowledge of Field*), MoT (*Modelling of Text*), JCoT (*Joint Construction of Text*), ICoT (*Independent Construction of Text*), and LtRT (*Linking to Related Text*).

4. Writing Skill

Skills are defined as an ability to do an activity or job well, especially through multiple practices. Departing from the definition above, in order to master a certain language skill, the students must do or get many language practices. This law is also applicable in learning writing skill. It is the job of the teacher to provide suitable materials and practices for the students to accomplish. In addition, giving emphasis in English writing conventions is also essential for them to be able to produce a good writing product.

There are many practices that the students can do in order to improve their writing skills. Brown (2000:343-346) categorizes the students' writing performance in the classroom into five major types. They are imitative, intensive, self-writing, display writing, and real writing.

Imitative writing is usually delivered for the students in the beginning level of language learning. Dictations are the common practice in here in which the

students will simply write down English letters, words, and sentences in order to learn the conventions of English orthography.

Intensive writing usually appears in controlled writing activities or written grammar exercises. This kind of writing does not allow much creativity from the part of students or writers. Some examples of writing activity here are guided writing and dicto-comp. Self-writing is a kind of writing activity that is devoted to the self as the audience. In the classroom situation, the teacher can train the students to do this kind of writing through note-taking, diary, or journal writing. These activities involve the students in their own process of writing as well as improve their writing skills.

Display writing, as it has been mentioned previously, is a kind of writing that has a primary purpose for the display of someone's knowledge. In the classroom, the teacher can ask the students to do short answer exercises, essay examinations, or research reports to perform their display writing. In addition, the teacher should teach them the techniques to accomplish the display writing exercises.

Real writing aims at the genuine communication between the writers and the audience. To train the students in the real writing activities, the teacher can give group problem-solving tasks in which the students are involved in the group discussion. Another kind of activity requires the students to write a real letter to a particular person or group. Some activities that involve the students personally can be given such as writing diaries, personal letters, post cards, notes, and other informal writing.

Writing as a complex and large activity can be narrowed down into several sub-activities that become the parts of writing as a complete language skill. Linguists call them as micro skills and each macro skill of English has its own micro skills. Brown (2004:221) enumerates the micro skills of writing in the following:

- Produce graphemes and orthographic patterns of English
- Produce writing at an efficient rate of speed to suit the purpose
- Produce an acceptable core of words and use appropriate word order patterns
- Use acceptable grammatical system
- Express a particular meaning in different grammatical forms
- Use cohesive devices in written discourse
- Use the rhetorical forms and conventions of written discourse
- Appropriately accomplish the communicative functions of written texts according to form and purpose
- Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- Distinguish between literal and implied meanings when writing
- Correctly convey culturally specific references in the context of the written text
- Develop, and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing

The notion of writing skills above leads to a conclusion that writing is consisted of several sub-skill categories called micro skills. These micro skills are essential because they relate to writing conventions, spelling, grammar system, paragraph organization, and registers. Each of them should be learnt by the students to enable them to write a good writing product. They should understand each of those micro skills in order to improve their writing skill to

be better. Thus, the teacher must teach them one by one before asking the students to begin writing.

5. Visual Media in Teaching Writing

Media is the plural form of medium. According to Longman Dictionary of Language Teaching and Applied Linguistics, medium is defined as the means by which a message is conveyed from one person to another. In the context of communication, medium can be described as a means or a method of communication. Radio is a medium of communication. Printed material is medium of communication. So, when talking about media, they are about the various forms of communication available in the world.

In language teaching, media are teaching resources which involve the use of different kinds of materials such as visual or printed (Richards, 2002:336). These materials involved in the teaching and learning including technology, audio and video resources, computers, multi-media language labs, projectors, films, and video. Taking from the definition above, it can be inferred that visual media are kinds of teaching resource that relate specifically to the sense of sight. Pictures, charts, maps, diagrams, films, and video are the examples of visual media in the language teaching.

There are many usages of visual media in the teaching and learning process. First, visual media can make something small look larger. A large model or a picture of something can help the students to study the small parts. A diagram such as an organizational chart can make something big to be

simplified and reduced in scale so that the students can make sense of it. Second, visual media can help the students to compare the similarities and differences between two things. Showing pictures of two similar objects side by side, the students can identify which things are the same and which are different. An example is giving photographs or drawings of a workplace before and after a successful rebuilding of the plant.

Third, visual media are an excellent way to show the steps to follow in doing a task. The teacher can use a flowchart diagram or a set of pictures to show how a set of processes are followed. This kind of visual media are also known as a picture set or picture series. A good example might be a set of pictures showing the various steps in voting in an election.

Fourth, visual media such as pictures can show how something changes or grows. One picture can show all the changes which take place. Other pictures are good for showing how something happens. A good example would be a poster used by the Department of Health to show how a particular disease is spread.

Fifth, visual media can help learning by providing a basis for discussion. The teacher can use visuals to start discussions in which the students explore their own assets, needs, attitudes feelings, and expectations. Discussing interpretations of pictures encourages the students to observe, think, and question carefully and critically.

In using visual media, there are some considerations that should be taken into account by the teacher. These considerations include such points as

ensuring that the visual media can be seen by the students, ensuring that the visual media should be simple and easy to understand by the students, ensuring that all information in the visual media are presented clearly and simply, and ensuring that the visual media are appropriate for the visual literacy level of the students.

Picket (1988:538) in Chang (2006:20) vows that visual can be helpful in several ways:

- a. Visuals can capitalize on seeing. For most people, the sense of sight – more so than hearing, smell, touch, or taste – is the most highly developed of the senses.
- b. Visuals can convey some kinds of messages better than words can. Ideas or information difficult or impossible to express in words may be communicated more easily through visuals.
- c. Visuals can simply or considerably reduce textual explanation. Accompanying visuals often clarify words.
- d. Visuals can add interest and focus attention.

The notion of visual media above leads to a notion that the use of visual in writing classroom may help students to learn writing better. Visuals can bring clearer images of something that may support learners' understanding. The use of visual in teaching writing can be applied as prompts for the students' writing activities.

6. Relevant Studies

Tuttle (2005) stated that visual media, and particularly the flat picture, can play an imaginative role in foreign language instruction. Visual media can be used in as many ways as you or your students' imaginations allow. The use of visual media will help make foreign language learning an enjoyable, lifelike activity.

Swaim (1995) stated that visual media organize a sequence of events, enhancing the student's ability to understand, anticipate, and participate in those events. Visual media supports supplement verbal instruction, clarifying the information for the student and increasing comprehension. Visual media can be used to cue communication, providing reminders of what to do and say in a situation.

B. Conceptual Framework

According to research from 3M Corporation, we process visuals 60,000 times faster than text. This is because the visual channel in the brain manipulates image elements simultaneously, while the linguistic channel functions in a linear, sequential manner.

Discussing the nature of writing above leads to a conclusion that writing has two important parts to be considered, the process and the product of writing. In the process of writing, the learners will take at least four steps. They are planning, drafting, editing, and producing the final version. Writing also takes a different medium of communication that is written communication. Unlike the spoken

communication, the written communication differs in terms of the process, the language use, the participants, and the product.

The notion of teaching writing above leads to a conclusion that teaching writing in Indonesia is aimed at giving the students understanding of English genres. The understanding includes the purpose, the characteristics, the language features, and the grammatical features of the genre. Thus, the technique of teaching writing which is appropriate is the genre-based teaching. The genre-based teaching method is divided into five major stages. They are BKoF (*Building Knowledge of Field*), MoT (*Modelling of Text*), JCoT (*Joint Construction of Text*), ICoT (*Independent Construction of Text*), and LtRT (*Linking to Related Text*). In most cases, there are only four stages that the teacher usually does in the classroom. They are BKoF (*Building Knowledge of Field*), MoT (*Modelling of Text*), JCoT (*Joint Construction of Text*), and ICoT (*Independent Construction of Text*). LtRT (*Linking to Related Text*) stage usually becomes an additional stage to complete the teaching and learning process. In the process of teaching writing, the teacher has many roles to perform in order to help the students learning the writing skill. They are included such actions as demonstrating, motivating, supporting, responding, and evaluating.

The notion of writing skills above leads to a conclusion that writing is consisted of several sub-skill categories called micro skills. These micro skills are essential because they relate to writing conventions, spelling, grammar system, paragraph organization, and registers. Each of them should be learnt by the students to enable them to write a good writing product. Thus, the teacher must teach them one by one before asking the students to begin writing.

The notion of visual media above leads to a notion that the use of visual in writing classroom may help students to learn writing better. Visual media can bring clearer images of something that may support learners' understanding. The use of visual in teaching writing can be applied as prompts for the students' writing activities.

In conclusion, visual media can be used as one of good media for teaching writing. Visual media can help the students in their process of writing. They may help the students to gain understanding faster and easier. Moreover, most students in XI IPS 1 class are visual learners. Thus, it will be very suitable for them to use visual media in the teaching and learning writing. In order to simplify the explanation, the conceptual framework of this study will be outlined systematically in the following figure.

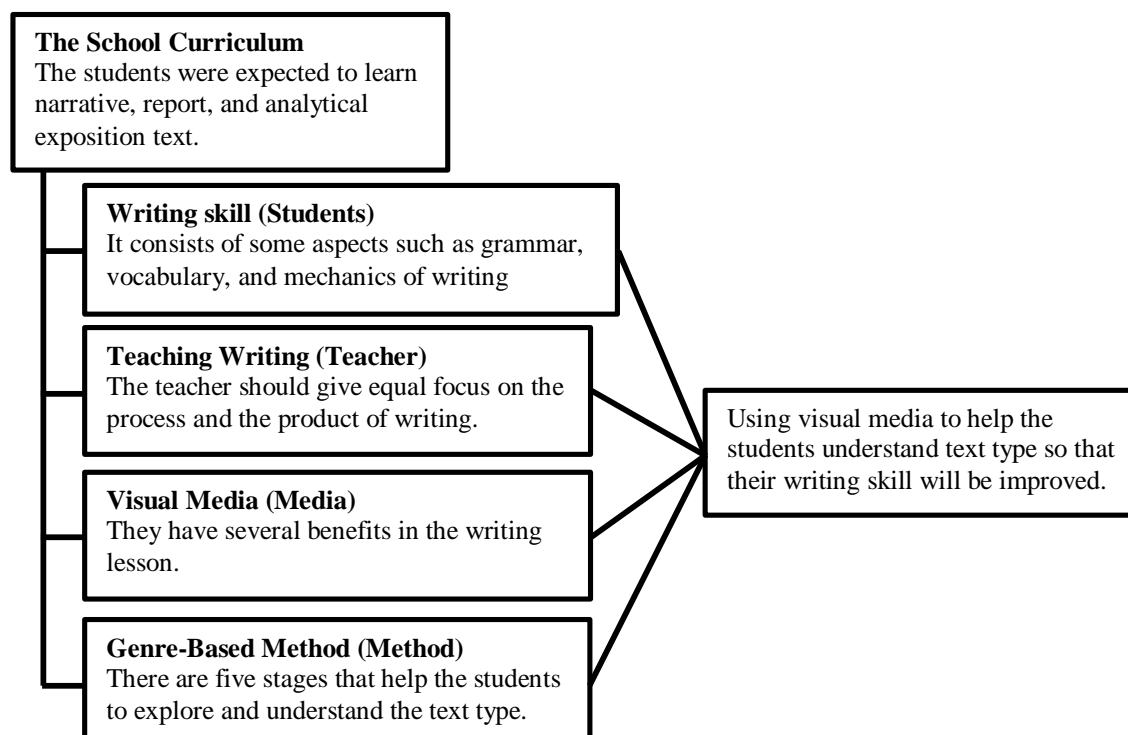


Figure 3. The Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was classroom action research. In conducting the research, the researcher made a research team which consisted of himself, his colleague as the first collaborator, and the English teacher of XI IPS 1 as the second collaborator. The research team collaboratively made a plan to improve the students' writing skill. After the plan had been formulated, the researcher implemented the plan to the writing lesson in XI IPS 1. After the implementation had been done, they made a reflection to evaluate the actions that they had done.

This research was conducted in three cycles. Each cycle would contain some actions of planning, observing, acting, and reflecting. After a cycle had been done, the research team did a reflection about the progress of the research. The result of reflection was evaluated and revised for the basis of the next cycle.

The research team also identified the problems and weaknesses found during the actions. In the first cycle, the focus of action was to improve the students' understanding of narrative texts. All problems and weaknesses in the first cycle were identified and revised. The revised version, then, became the plan for the actions in the second cycle. In the second cycle, the focus of action was to improve the students' understanding of report texts. Meanwhile, the focus of action in the third cycle was to improve the students' understanding of analytical exposition texts.

The planning, actions, and reflection of this research could be seen in the following diagram:

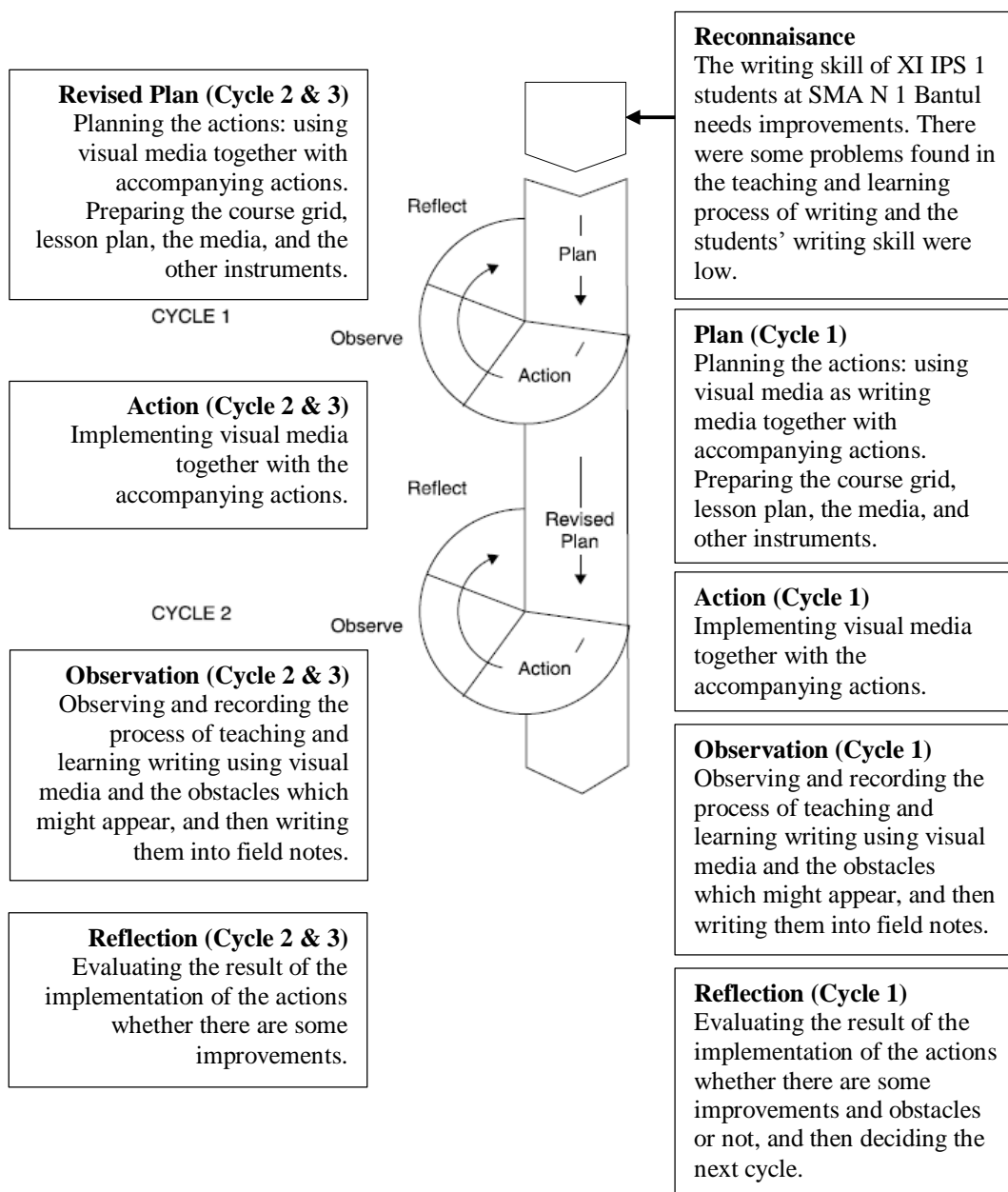


Figure 5. The Action Research Procedures (adapted from Madya (2006:67))

B. Research Setting

The research was done in XI IPS 1 class at SMA N 1 Bantul. It was conducted in the first semester of the academic year 2012/2013.

C. Research Participants

The first participant of this research was the students of XI IPS 1. There were 18 students in this class. They consisted of 5 males and 13 females. Their age was around 16 – 17 years old. The second participant was the researcher as the teacher to conduct the writing lesson. The third participant was the first collaborator or peer-collaborator. The fourth participant was the English teacher of XI IPS 1 class as the second collaborator. The fifth participant was the school headmaster of SMA N 1 Bantul.

D. Research Instruments

In order to collect the data for this research, the researcher mainly used four instruments. They were questionnaires, interviews, observations, and writing tasks. Each instruments were aimed at collecting as many data as possible related to the use of visual media in the teaching and learning process of writing in XI IPS 1 class.

1. Questionnaires

The questionnaires were used to collect the data about the students' background, difficulties, expectations, and feelings in the teaching and learning process of writing. These were conducted before this research was begun. They

were also aimed at gathering information about the teacher's performance and expectations in delivering a writing lesson.

2. Interviews

The interviews were used to collect personal data, perspectives, and opinions both from the teacher and the students about this research. The data taken from the interviews would be in the form of recordings. They were conducted before, during, and after the research.

3. Observations

The observations were used to collect the data about the real situation occurred in the teaching and learning process of writing in XI IPS 1 during this research was conducted. The data taken from the observations were in the form of field notes or reports.

4. Writing Tasks

The writing tasks were used to measure the students' writing skill related to the materials that they had learnt during the lesson. The tasks were vary in the form such as rewriting tasks and writing assignments.

E. Data Collection Technique

As mentioned in the previous section, this research collected data mainly from four sources. They were questionnaires, interviews, observations, writing tasks and documentation. In order to gather all the above data, the researcher used several techniques. The explanation about those techniques would be presented in the following discussions.

1. Questionnaires

In order to collect data from the questionnaires, the researcher gave a questionnaire to the students and the teacher of XI IPS 1 right after the second preliminary observation. There were various questions in the questionnaire such as multiple-choice questions and open-ended questions. Those questions related to the condition and expectation of the students and the teacher of XI IPS 1 about the English teaching and learning process in the classroom. The data collected from the questionnaires were in the form of questionnaire feedback.

2. Interviews

In order to collect the data from the interviews, the students and the teacher of XI IPS 1 were interviewed using an interview guide that had been prepared beforehand. The interviews were done in the beginning and the end of the research. They were also done right after the end of research cycle. An electronic device was used to record conversations during the interview sessions. The data collected from the interviews were in the form of recordings. Those recordings would be translated into some interview transcripts.

3. Observations

In order to collect data from the observations, the researcher had prepared an observation guide to be used in this research. It helped him to observe some important aspects occurred during the teaching and learning process of writing in XI IPS 1. The observations were done by the peer-collaborator and the English teacher during the research progress. The observations were aimed at

collecting the students' condition and the classroom condition when the actions were implemented. The data collected from the observations were in the form of observation reports or field notes.

4. Writing Tasks

In order to collect data from the writing tasks, the researcher had prepared some writing assignments for the students to do. They were aimed at knowing the students' understanding and skill in writing a particular text type. The writing tasks were given in the ICoT (*Independent Construction of Text*) session and were submitted in the end of the lesson. An adapted writing rubric assessment was used to assess the students' writing in the tasks. All results from the writing tasks were in the form of students' writing scores.

5. Documentation

In order to gather more data needed in this research, the researcher also used additional instruments beside those four main instruments. These additional instruments were aimed to support the research data. In order to get the documentation of the research progress, the researcher used some tools such as video recorder and camera. The documentation was taken by the collaborators in each step of the research progress such as in the reconnaissance stage, action phase, and observations. The data taken from the documentation were in the forms of photographs and videos.

All the information above would be the research data in this research. The data types, the research instruments, and the data collection techniques in this research were presented in the following table.

Table 3: The Research Data

Data	Types	Instruments	Collection Techniques
Questionnaires	Qualitative data	Questionnaire sheets	Giving out questionnaires to the students and the teacher
Interviews	Qualitative data	Interview guides, voice recorder	Asking to the students, the teacher, and the research team
Observation	Qualitative data	Observation checklists	Giving out the checklist to the collaborator and the teacher
Writing tasks	Quantitative data	Writing assignments	Asking the students to do a writing task
Documentation	Quantitative data	Camera, video recorder	Taking photographs or videos during the research

F. Data Analysis Technique

All data collected in this research were analyzed separately based on their characteristic. The data taken from questionnaire feedback, interview transcripts, and observation reports were in the form of descriptions. Thus they were analyzed qualitatively using descriptive analyses. Then, they were presented narratively in the form of descriptive report. On the other hand, the data taken from the writing tasks were in the form of scores. Thus, they were analyzed quantitatively using

inferential statistics. Then, they were presented numerically in the form of statistical report.

According to Burn (1999), there are several steps that could be used by the researcher to analyze qualitative data. Those steps would be further explained in the following discussions.

1. Assembling the data

The data was collected according to the questions or problems to overcome. The researcher looked for broader patterns, ideas, or trends that seem to answer the questions.

2. Coding the data

Once assembling the data was done, the next step was coding the data. It was to reduce the large amount of data which could be collected to more manageable categories. In developing the categories, the researcher managed the data into more specific patterns by labeling or giving codes.

3. Comparing the data

After the coding was complete, the patterns were compared to different sets of data (e.g. interviews compared with questionnaires) to see whether the respondent said the same things or contradicted.

4. Building meanings and interpretations

The researcher interpreted the data based on the previous steps to make some sense of the meaning of the data. In this step, there were some processes of posing questions, identifying connection and developing explanation about

what the research meant at the broadest level. It was followed by refining the personal theories about the meaning of the research.

5. Reporting the outcomes

This process was emphasized on how the data would be presented to the other research parties or people.

G. Research Validity and Reliability

According to Burns (1999: 160), validity is a criterion that is essential to evaluate the quality and acceptability of a research. The validity in action research will focus on questioning the rigor and credibility of the researcher's investigation. There are five criteria of validity in action research as stated by Burns (1999: 161). They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

1. Democratic validity

In order to fulfill the democratic validity, the researcher gathered any kind of perspectives, comments, and opinions from the participants of this research. Those participants included his peer-collaborator, the English teacher of XI IPS 1, the students of XI IPS 1, and the principal of SMA N 1 Bantul.

2. Outcome validity

In order to fulfil the outcome validity, the researcher conducted some observations and interviews to the participants about the implementation of actions in this research. Their opinions were valuable as supporting data to plan

and construct appropriate actions to be implemented in the context of teaching and learning process in XI IPS 1 class.

3. Process validity

In order to fulfil the process validity, the researcher used a triangulation technique which involved the peer-collaborator and the English teacher of XI IPS 1. This technique minimized the bias or subjective interpretations from himself during conducting this research.

4. Catalytic validity

In order to fulfil the catalytic validity, the researcher gave more attention and emphasize to every participant that was involved in this research. Those actions would strengthen their understanding about the benefits and importance of this research for them.

5. Dialogic validity

In order to fulfill the dialogic validity, the researcher minimized his personal subjectivity in this research by collaboratively doing discussions with his peer-collaborator and the English teacher of XI IPS 1. Those discussions were aimed at collecting opinions and objective reviews about the process of this research from the first cycle until the last cycle.

According to Ritchie (2003: 270) reliability is related to the consistency of the research results. In order to make this research being reliable, the researcher provided authentic data and information taken from each process conducted in this

research. The report of this research was also presented objectively as the real condition occurred during the teaching and learning process of writing in XI IPS 1.

In the process of collecting data for this research, the researcher used several methods such as observations, interviews, tests, and questionnaires to support reliable data. In the process of planning, identifying, and analyzing, the researcher also worked together with his peer-collaborator and the English teacher of XI IPS 1 to lessen his subjectivity in this research. Triangulation technique was also used in order to preserve the reliability of this research. All members of the research were involved in the process of planning, action, and reflection to maintain the objectivity.

H. Research Procedures

1. Thematic Concern – Reconnaissance

In order to explore the real problem, the researcher conducted some preliminary observations in the teaching and learning process of writing in XI IPS 1 class. There were two preliminary observation conducted in order to get a strong basis for claiming the problem. After the preliminary observations, the researcher would interview the teacher and some students about the teaching and learning process. Some questionnaires were also given to the students to add more information and opinions about their perspectives. The problems would be formulated based on the results from the observations, interviews, and questionnaires. In the end, the problems would be selected based on the researcher's opinion, urgency of the condition, and obstacles.

2. Plan of Action

Based on the problems formulated in the reconnaissance step, the research team made some plans to improve the writing skill of XI IPS 1 students at SMA N 1 Bantul. In this case, the researcher planned to use the visual media in teaching writing to overcome the problems found in the process of teaching and learning writing. As the plans in the first cycle, there were five main aspect to be the focus of improvements. They were in the grammar, vocabulary, writing mechanics, text type features, and lesson engagement. The visual media would be applied in those five aspects if applicable and necessary. There would be some cycles that would be done to solve the problems. Thus, the research team did some evaluations to identify the success of using visual media to improve the writing skill of XI IPS 1 students.

3. Implementation of Action

The action phase of this research was applied through some cycles. During the cycles, data were gathered from many sources such as the observation checklists, field notes, questionnaires, and interviews. In each cycle of this research, the actions were focused on improving the writing skill of XI IPS 1 students in five different aspects. Those were in the aspect of grammar, vocabulary, writing mechanics, text type features, and lesson engagement.

In the aspect of grammar, the researcher used some worksheets that contained of several tasks that train the students about English grammar and structure. The grammar tasks in the worksheet would be matched with the corresponding genre of text that the students must learn. In the first cycle, the

students were learnt about narrative text so the grammar point that they should master was about past tense. In the aspect of vocabulary, the researcher used several reading inputs for the students to read. From those inputs, the students would learn more words related to the topic or theme of the lesson.

In the first cycle, the students were required to learn about narrative text type. The grammar point from narrative text type was the understanding of past tense. A worksheet that contained some grammar tasks was provided to improve the students' understanding of past tense. In the aspect of vocabulary mastery, some model texts taken from various narrative stories were provided to enrich the students' vocabulary.

In the aspect of writing mechanics, another worksheet was used. It contained some tasks related to writing mechanics such as rewriting and completing tasks. From those tasks, the students would be trained their understanding about appropriate writing mechanics. In the aspect of text type features, visual media were used to explain and explore all the features of the text type. There were about three main features of a text type. Those were the grammatical feature, language feature, and structural feature.

In the aspect of lesson engagement, visual media were used to engage and motivate the students to learn better. In the first cycle, the researcher planned to use all types of visuals ranged from still pictures to slide presentations to make the lesson becoming more interesting and motivating. After each action, the research team did some evaluation of the actions given. Based on the

previous indicators and the data gathered, the action results of the first cycle would be concluded.

The consecutive cycle would be conducted based on the result of evaluation in the first cycle. If some problems were still existed, they would become the inputs for the plan in the next cycle. Correspondingly, the plans in the first cycle were modified to match the problems and situations happened during the implementation in the first cycle. After having several settings and adjustments, those plans then were re-implemented in the next cycle to gain improvements in the lesson. After each action was done, the research team would do some evaluation to the plans. The actions were conducted until the treatments being granted as successful in improving the writing skill of XI IPS 1 students.

4. Reflection

At the end of the cycle, the research team did some evaluations and reflections towards the implementation of the plans. They used the triangulation technique in order to gain more views and maintain the objectivity and reliability of this research. All implemented actions were evaluated in order to find the problems and weaknesses. All the positive results would be maintained or strengthened while the negative results would be reviewed as the subjects of change. After all the actions were evaluated and reviewed, the research team selected some plans to be implemented as actions in the consecutive cycle.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATIONS

A. Reconnaissance

Based on the observations, questionnaire feedbacks, and the preliminary interviews from the students and the teacher, the problems in the teaching and learning process of writing in the XI IPS 1 could be categorized into some major points. The students had difficulties in understanding English grammar, especially in choosing the types of tense when they wanted to write in a certain text type. The students had low understanding about the formal writing mechanics such as text layouts and punctuations. They confessed that they often wrote without any attention towards the layout and punctuations in their writing. The students still had few English vocabularies. Most of them liked reading books but only some people who liked to read English book or articles. Most of them had difficulties in the meaning so could not enjoy reading English passages. The students often confused in the organization of certain text types. They could write but could not arrange the paragraph into a good construction. They often did not understand the features of the text types. Those made them unable to write easily. The students did not like the writing lesson because they felt bored and sleepy in the classroom. The conventional teaching that the teacher used made most the students unmotivated. The students had difficulties in getting some ideas to write. They often needed much

time just for finding ideas. As a result, the students spent most of their time just for finding the writing ideas.

Based on the information in the reconnaissance above, the problems occurred in the teaching and learning process of writing in XI IPS 1 class at SMA N 1 Bantul were listed in the following table.

Table 4. The Problems in XI IPS 1 Class

No.	Problems	Code
1	Most students did not understand English grammar quite well.	S
2	Most students were passive during the English lesson.	S
3	Most students had low motivation in the writing lesson.	S
4	The teacher mainly used materials from the module.	T
5	Most students took much time to get writing ideas.	S
6	Most students did not understand the features of English text.	S
7	Most students had very limited range of English vocabulary.	S
8	The media used by the teacher were not interesting.	MD
9	Many students did not pay attention to the lesson.	S
10	The teacher seldom used technology media.	T
11	The teacher still used a conventional method of teaching.	MT
12	The students rarely used dictionaries.	S
13	Most students had some mistakes in spelling.	S
14	Most students felt bored and sleepy during the lesson.	S
15	The teacher seldom gave feedback to the students.	T
16	The teacher did not prepare the lesson very well.	T
17	The teacher had some mistakes in spelling.	T
18	The students did not want to do the task voluntarily.	T
19	Most students did not pay attention to punctuations.	S
20	The teacher did not build a good rapport with her students.	T
21	The students gave less respects toward the teacher.	S
22	The teacher did not give directions clearly.	T
23	The teaching process was monotonous.	MT

24	The students preferred to chat with their friends during the lesson.	S
25	The teacher often ignored the students' responses.	T
26	The teacher seldom help or support her students in the process of writing.	T
25	The teacher always gave direct explanations.	T
26	The students did not fully participate in the activities.	S
27	The teacher only focused on the product of writing.	T
28	The lesson lacked of various teaching materials and activities.	MT
29	The students did not engage into the lesson very well.	S
30	The module was poorly created.	MD

S: Students; T: Teacher; MD: Media; MT: Method;

Based on the problems found in the table above, the research team selected the problems to be solved according to the urgency level. The selected problems to be solved this study were presented in the following table.

Table 5. The Selected Problems to be Solved

No	Problems	Code
1	Most students did not understand English grammar quite well.	S
2	Most students were passive during the English lesson.	S
3	Most students had low motivation in the writing lesson.	S
4	The teacher mainly used materials from the module.	T
5	The media used by the teacher were not interesting.	MD
6	The teacher still used a conventional method of teaching.	T
7	Most students had some mistakes in spelling.	S
8	Most students felt bored and sleepy during the lesson.	S
9	Most students had very limited range of English vocabulary.	S
10	Most students took much time to get writing ideas.	S
11	The teacher seldom gave feedback to the students.	T
12	Most students did not pay attention to punctuations.	S

13	Most students did not understand the features of English text.	S
14	The lesson lacked of various teaching materials and activities.	MT
15	Most students felt bored and sleepy during the lesson.	S

S: Students; T: Teacher; MD: Media; MT: Method;

Based on the table on the previous section, there were some actions that could be done in order to solve the selected problems found in the process of teaching and learning writing in XI IPS 1 class. Those actions could be outlined in the following table.

Table 6. The Possible Actions to Solve the Selected Problems

No	Selected Problems	Possible Actions
1	Most students did not understand English grammar quite well.	- Giving the students more grammar tasks in order to rise their understanding about English grammar
2	Most students were passive during the English lesson.	- Using different techniques of teaching that invite more students' interactions in the classroom - Using different media that were interesting and motivating the students to be more active
3	Most students had low motivation in the writing lesson.	- Giving supports constantly to the students to support their motivation - Creating a positive teaching and learning condition that was supportive to the students
4	The teacher mainly used materials from the module.	- Using different sources of materials to be used in the writing lesson

5	The media used by the teacher were not interesting.	- Making more interesting media to be used in the writing lesson
6	The teacher still used a conventional method of teaching.	- Using different kinds of techniques that offer more focuses to the students themselves
7	Most students had some mistakes in spelling.	- Giving the students some tasks related to writing mechanics
8	Most students felt bored and sleepy during the lesson.	- Creating a teaching and learning environment that was fun and enjoyable for the students
9	Most students had very limited range of English vocabulary.	- Encourage them to use dictionaries for looking the words' meaning - Enriching the students' vocabulary through the use of several reading inputs
10	Most students took much time to get writing ideas.	- Giving the students some media that ease them to get writing ideas
11	The teacher seldom gave feedback to the students.	- Giving a constant and positive feedback to the students' performances, responses, or achievements during the teaching and learning process
12	Most students did not pay attention to punctuations.	- Giving the students some tasks related to the writing mechanics - Giving explanations about the English punctuation system
13	Most students did not understand the features of English text.	- Giving the students some tasks related to the features of English text type - Giving explanations about the features of English text type
14	The lesson lacked of various teaching materials and activities.	- Using different kinds and sources of material outside the module - Giving different activities for the students to do

15	Most students felt bored and sleepy during the lesson.	<ul style="list-style-type: none"> - Giving the students more chances to have more interactions during the teaching and learning process - Making the activities more fun for the students to lessen their boredom
----	--	--

In order to bring some improvements, the researcher had prepared some plans in order to overcome the major problems in each party. For the students, the researcher would like to train them with several materials related to grammar and text type features. For the teacher, the researcher would try to give more persona approach to build more relationship and connection with the students. It would, at the end, help the students to enjoy their learning. For the method, the researcher would change the teaching method to encourage the students to be more active in the classroom. The use conventional teaching method brought negative effects, thus the researcher would try to use Genre-Based teaching. This method of teaching was chosen because it proposed several activities that the students could do in the lesson. For the media, the researcher would use visual media to deliver the teaching process. The use of visual media would help the students to understand materials easily and quickly.

Considering all the problems from those four aspects, the researcher decided to focus the improvements into five major aspects. Those were in the students' understanding of grammar, the students' vocabulary mastery, the students' understanding of writing mechanics, the students' understanding of text type features, and the students' lesson engagement. In the teaching and learning process

of English, this school used the KTSP curriculum. The writing skill that the students should accomplish could be seen in the following excerpt.

<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks esei berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>6.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya <i>banner</i>, <i>poster</i>, <i>pamphlet</i>, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>6.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i></p>
---	--

Figure 6. The Excerpt of the School Curriculum

As it had been clearly mentioned in the above picture, the students of XI IPS 1 would be required to learn three kinds of English text types in the first semester. They were required to learn about narrative text, report text, and analytical exposition text. The researcher did a discussion with the research members. This discussion was important in order to get the right selection of material for the first cycle, search for possible plans, and increase the reliability of this research by reducing subjective beliefs and decisions from the researcher. Having a broad discussion with the English teacher and the collaborator, the researcher finally decided that the narrative text would be the main focus in the first cycle. In the second cycle, the focus would be in the report text. Last, the analytical exposition text would be the main focus of the third cycle.

B. Report of Cycle I

1. Planning

Based on the discussion in the reconnaissance, the researched had selected some major problems that had significant influence to the students' writing skill. Thus, by solving those problems, the students' writing skill could also gain some improvements. The major problems that influenced the students' writing skill in XI IPS 1 were in the grammar point, vocabulary mastery, writing mechanics, understanding of text type features, and also lesson engagement. Therefore, the plans of action in this first cycle would be focused on those five aspects.

Based on the standard competence in the curriculum used at SMA N 1 Bantul, grade 11 Social students should learn three kinds of English text type for their first semester. Those were narrative text type, report text type, and analytical exposition text type. In order to select the first text type that the students should learn, the researcher conducted a discussion with other researcher members. Those research members were the English teacher of XI IPS 1, Mrs. Erna, and the research collaborator, Miss. Heny. After taking some considerations, the result of discussion chose narrative to be the first text type to learn for the students of XI IPS 1. Thus, all plans of action in this first cycle would be aimed at improving the students' understanding about narrative text type. In the lesson, the students would learn about the grammatical features, the language features, the generic structure, and the purpose of narrative text. If the students had learnt all of those materials, they were hoped to be able to

write a simple narrative text by themselves at the end of the cycle. The materials about appropriate writing mechanics were also given in order to raise the students' awareness and understanding about text layout.

In order to bring the improvements, the plans of action in this first cycle would be broken down specifically into the five points of improvement. As stated in earlier discussion, the five points of improvement consisted of the grammar point, vocabulary mastery, writing mechanics, text type features, and lesson engagement. Visual media would be used in each of the points to support and achieve the desired improvement. The researcher would maximize the role of visual media to help the students achieve the learning objectives. For the main goal, visual media would help the students to be able to write a simple narrative text at the end cycle.

In order to focus the materials for the teaching, the researcher had conducted a broad discussion with the other research members about the topic of the lesson. After taking some considerations, the researcher finally chose "*Kindness and Friendship*" to be the topic of the lesson. That topic was chosen because of several considerations. First, most examples of narrative story usually talked about heroism or kindness in their content. Thus, it would be easier for the researcher to search for model texts in that topic. Second, this topic was in line with the current requirement of character building objective in the KTSP curriculum. With this topic, the students would learn about "*kindness*" or "*friendship*" from the narrative stories. From their learning, the students could adapt or apply those good behaviors in their life.

a. The Grammar Point

In this first cycle, the students were required to learn about narrative text type. In general, a simple narrative text usually used past tense in its content. It used past tense because it told about something that happened in the past time. It might also tell about an imaginary story that had happened long time ago. Thus, the focus plans of grammar point in this first cycle would be helping the students to understand about the use of past tense in the narrative text.

In order to improve the students' understanding of past tense, the researcher had prepared some materials and information related to the use of past tense inside a narrative text. Those materials were in the form of visual media such as slide presentations, worksheet, and visual organizer. The researcher planned to use those media in the BKoF, MoT, and JCoT session.

In the lesson, the students were required to learn about the type of past tense (simple, continuous, or perfect), the structure of past tense, and the verbs used in past tense. During their learning, the students were required to learn and understand the structure of past tense so that they could use it when they were composing their narrative text. They should also learn about the verbs used in past tense, that was V2 (*present participle*). They should also know about the types of past tense such as the simple past tense, past continuous tense, and past perfect tense. They might not use all of them in their narrative writing but they should have the understanding

of each type structure and its usage appropriately. If the students had learnt and understood all of them, they were hoped to be able to produce a simple narrative text with appropriate grammar by themselves.

In this first cycle, the researcher would use a worksheet to train the students about past tense. The students of XI IPS 1 would be given a worksheet that contained some grammar tasks related to the use of past tense. In the worksheet, the students could learn and identify the use of past tense in various sentences. A task related to the use of V2 (*present participle*) was also given to add the students' understanding about past tense. Along with the use of worksheet, visual media in the form of slide presentations were also used by the researcher to explain the grammar materials easily.

b. The Vocabulary Mastery

The second aspect of improvement in this first cycle was in the students' vocabulary mastery. The vocabulary mastery was essential in the writing skill because vocabulary became the building blocks to make a sentence in the writing. The more vocabulary the students had, the more sentences they would produce, and vice versa.

In order to improve the students' vocabulary mastery in this cycle, the researcher would use several model texts as reading input for the students to read. Visual media were also given to encourage the students learning better. The visual media used in this first cycle were varied in the form of

slide presentation. Several input texts for the students to read would be filled with visual media so that they could enjoy their reading. The plans of improving the students' vocabulary mastery would be done in the BKoF (*Building Knowledge of Field*) and MoT (*Modelling of the Text*) session. Right after the students read the input texts, the researcher would encourage the students to explore and identify the common words or phrases used in the input texts given. Categorizing, listing, and translating were also done in order to get the detail and meaning of the words. When the students understood the meaning of the words, they could easily grasp the content of the model text given. Thus, it would be useful to increase their comprehension about the model text.

In order to ease the students getting the meaning of the difficult words, the researcher would allow the students to use any kind of resources. They could use the manual dictionary, electronic dictionary, digital dictionary in their phones or laptops, and even they could search the meaning in the internet using their laptop. All of these approaches would ensure that the students could learn better and easier.

c. Writing Mechanics

English writing mechanics consisted of several aspects such as capitalization, indentation, punctuation, text layout, and spelling. Most students might see them rather unimportant to be learnt. Actually, they were really necessary in the writing skill. If the students could understand

the proper writing mechanics, they could organize the sentences appropriately so that the ideas could be gained easily by the reader. Using the proper writing mechanics, they could also make their writing to be readable and pleasant for the reader. Thus, the understanding about writing mechanics was necessary to be taught in a writing lesson and the students should know and learn about them.

In this first cycle, the researcher would explain the definitions and the usage of each punctuation in English. A rewriting task was also given in order to train the students' understanding about the use of correct punctuations. The rewriting task would be given in the JCoT session. Some modifications had also been made in this task to add the level of difficulty for the students. In the rewriting task, the students would not only asked to rewrite the text with complete punctuations, but they would also asked to arrange the indentation, capitalization, and the text layout. At the end of the task, the students were required to make the text as good as possible and follow the appropriate writing mechanics.

d. Text Type Features

Each text type in English had their own features. Those were characteristics that differentiated each text type to another. The features of text types included the purpose, the generic structure, the language, and the grammatical features. The purpose related to the original intention of the text type. It could be to describe, to compare, and so on. The generic

structure related to the organization of paragraph in the text type. Each paragraphs consisted of certain ideas. Those ideas should be arranged systematically according to the purpose of the text. The language feature related to the use of specific words or phrases in the text type. Those words or phrases might be special in the text type that might become the characteristics of the text itself. Last, the grammatical feature related to the use of certain grammar system in the text type. Each text type might use different grammar or tenses according to its purpose.

In this first cycle, the students would learn about the features of narrative text. They should know the purpose of narrative text, the generic structure of narrative text, the language feature of narrative text, and the grammatical structure of narrative text. The understanding of those features was essential for the students so that they could appropriately write a simple narrative text in their product of writing.

In order to help the students learn those features, the researcher planned to use visual media in the form of slide presentation. The slide presentation was chosen because its feasibility and effectiveness in delivering the teaching materials about the features of narrative text. Within the slide presentation, the researcher could insert various other visual materials such as videos, pictures, and animations so that the materials were looked more interesting for the students. Moreover, the use of slide presentation would enable all students to focus on the materials.

The students could also see the materials clearly and easily follow the researcher's explanation in the same time.

The use of slide presentation to improve the students' understanding about text type features would be applied in the BKoF (*Building Knowledge of Field*) and MoT (*Modelling of Text*) session. In the BKoF (*Building Knowledge of Field*) session, the slide presentation would be used to introduce the students to the purpose of narrative text. It was also used to build the students' schemata about the topic of "Kindness and Friendship". In the MoT (*Modelling of Text*) session, the slide presentation was used to identify and explore the model texts given. The researcher would guide the students to inspect all features in the input texts such as the language feature, grammatical feature, and also the generic structure. The process of explanation and identification of each feature mentioned would be clearer and faster with the use of slide presentation rather than using conventional media. In order to ease the students' understanding about the generic structure, the researcher had provided a visual organizer. This visual organizer was used to help the students composing their first draft of writing. It would be very handy for the students to support their writing.

e. Lesson Engagement

The last aspect of improvement in this first cycle would be the students' lesson engagement. As it had been stated earlier, the students of

XI IPS 1 were passive in the classroom, especially in the writing lesson. They had low motivation to learn English writing. They also had low attention to the tasks and activities given by their teacher during the writing lesson. There must be something wrong happened during the regular teaching and learning process of writing in XI IPS 1 class. Therefore, the researcher planned to make changes to the teaching and learning process of writing in XI IPS 1 class by using visual media. The visual media were used because they had some benefits that suited to the situation and problems in the XI IPS 1 class. They were also believed to be more interesting and motivating for the students. It was hoped, then, that the use of visual media, accompanied by comprehensive materials, and appropriate activities could create a fun and joyful learning environment that could engage the students of XI IPS 1 into the lesson. When the students could be engaged, they could learn easier and happier than before. They could also get the learning objectives and mastering the goals faster in a better way.

The researcher planned to do any ways to improve the students' lesson engagement in each stage of the teaching. In the BKoF (*Building Knowledge of Field*) session, the researcher would try to build good rapport and recall the students' schemata by using interesting visual media. In the MoT (*Modelling of Text*) session, the researcher would guide the students to explore and identify the input text given using visual media. Interesting visual media were also used in order to engage the students and

ease them learning the materials. In the JCoT (*Joint Construction of Text*) session, the researcher would help the students to construct their first draft of narrative text. Last in the ICoT (*Independent Construction of Text*) session, the researcher would provide some interesting topic for students to be chosen as material for their narrative writing. The researcher would also maximize his roles as a teacher to collaboratively help and support the students to engage in the lesson in a better way than before.

During the process of students' writing, the researcher would also give them feedbacks and supports. The feedback could be just as simple as praises or compliments, but it had a big influence for the students. They would feel that their efforts were acknowledged.

2. Actions and Observations

The implementations of action in the first cycle consisted of three meetings. They were on Wednesday 29th August, Thursday 30th September, and Monday 3rd September. In order to help the students understand the text type better, the researcher used Genre-Based approach as the method to teaching writing in the XI IPS 1 class. This approach enabled the students to identify, construct, and produce the text type through several supportive activities. At the end, the students could individually produce the text type correctly. This genre-based teaching method consisted of five stages. They were BCoF (*Building Knowledge of Field*), MoT (*Modelling of Text*), JCoT (*Joint Construction of Text*), ICoT (*Independent Construction of Text*), and

LtRT (*Linking to Related Text*). However, there were only four main stages that were commonly used in the regular classroom. They were BKoF, MoT, JCoT, and ICoT.

In the lesson, the researcher would be the teacher that delivered the writing lesson. Meanwhile, the other research members (the English teacher and the collaborator) would also help the researcher to be the observers. During the lesson, they would collect and record anything that happened during the teaching and learning process of writing in XI IPS 1 class. Besides doing some observations, they would also collect some documentations such as photographs, recordings, and videos in order to support the research data. The discussion of actions in this first cycle would be further explained in the following sections.

a. Building Knowledge of Field (BKoF)

In this stage of teaching, the researcher would like to build the students schemata about narrative text type. He would also like to introduce the topic of the lesson to the students. Instead of telling about it directly, he told the students that there would be a guessing game. In order to play the game interestingly, the researcher had prepared visual media in the form of slide presentation. Unfortunately, the LCD projector in the classroom was not installed properly. So the visual media could not be played. As the result, the researcher did not use the slide presentation to play the game. He used picture cards which were taken from some children stories such as Snow White, Cinderella, Hansel and Gretel, Beauty and the Beast, and

Pinocchio. The rule of the game was simple, the researcher would show the picture cards one by one. The students were asked to guess the name of each picture shown. For the student who could guess the story in the picture correctly, he/she would get a point.

The game was started and the researcher showed each picture one by one. The picture cards were big enough so that all students could see them clearly. Some students could easily recognize the picture and know the story, but some others were not. The researcher praised the student who could guess the picture correctly. He then asked the students for more information related to the picture. He encouraged the students to talk about the story. It could be about the title, the plot, the characters, and the moral values of the story. There were many discussions and the students enjoyed the activity quite much.

b. Modelling of Text (MoT)

In this stage of teaching, the researcher had prepared some model narrative texts for the students to read. There were four different narrative texts. They were different each other and each story represented one type of narrative text. Those model texts were “Androcles and the Lion”, “The Jealous Crow”, “Absolute Innocence”, and “The Legend of Three Sisters”. In order to make the reading activity to be more interesting, the researcher divided the students into four groups. Each group of students would get one model text. All members of the group would be responsible to read the

text carefully and try to understand the information in the text. After that, the researcher asked one of group member to list difficult words that his/her group found in the text. Every group must have a representative to write those difficult words on the whiteboard. After all groups had listed the words on the whiteboard, the researcher appointed one group to search for the meaning of other group's list of words. After all words on the whiteboard could be translated, the researcher asked the students to read again the text. Now they had to identify some elements of the story such as the characters, the plot, and the moral value of the story. Beforehand, the researcher asked the students the type of the texts. All students could answer correctly by saying "Narrative".

Next, the researcher asked the students to identify the verbs used in each model text. They could recognize easily that the model texts used past tense. The researcher then gave the students a worksheet. In the worksheet, there were five tasks. Each task was different in the form and in the purpose. The first task related to grammar understanding. The students were asked to find the V1 and V3 form of some words taken from the model texts. In order to do the task, the students could use dictionary or any kind of resource that could help them. The second task related to the use of past tense. The students were asked to choose some verbs from the first task. Then, they would use the selected verbs to make a sentence. They could make any sentence that they liked as long as it contained the selected verb. The third task was completion task. The students were asked to

complete a simple narrative text with appropriate verbs provided. They should consider the context of each sentence to choose the correct verb. The fourth task related to writing mechanics. Here the students were trained their understanding of punctuations. They should match the punctuation symbol with its corresponding name. The last task closely related to the fourth task. In this task, the students were asked to match the name of punctuation with its definition appropriately.

The researcher asked the students to do the task individually. They were given thirty minutes to do all the tasks in the worksheet. They could use dictionary or anything to help them finishing the tasks, but they were not allowed to have a discussion with their friends. After twenty minutes passed, the researcher discussed the answer by having a classroom discussion.

c. Joint Construction of Text (JCoT)

In this stage of teaching, the students were trained to understand the narrative text construction. The researcher would provide full supports and helps for the students in their process of learning. Thus, if they got some hurdles, the researcher was ready to give them some backups. The researcher had prepared two envelopes. Inside the envelopes, there were some cards which contained paragraphs from a story. Working in group of four, the students were asked to arrange those paragraphs into a good order. The group that was the first to finish it would be the winner. The students

were happy to do the activity. The next activity would be a rewriting task. However, due to the limitation of time, this activity was cancelled.

d. Independent Construction of Text

In this last stage of teaching, the students were required to make a simple narrative text by themselves. They had learnt all materials related to narrative text in the previous stages. So, it would be easier for them to make a simple narrative text. In order to ease the students' composition, the researcher had prepared some topics of writing. The students' were asked to choose one topic to write. The writing topics were closely related to personal narrative, but the students must change the point of view of their writing so that it would be more like a story, not a recount.

3. Reflection

After the end of the first cycle, the researcher did a reflection to evaluate the implementations of action. In order to do that, the researcher did a discussion with the other research members (the English teacher and the collaborator) about the results of each planned action in this first cycle. He would like to see whether they were some improvements or not. In addition, he also wanted to know the effect of using visual media towards the five major points of improvement in this research. The discussion about them would be presented in the following sections.

a. The Grammar Point

The objective of grammar point for this first cycle was about the use of past tense in narrative text. In this cycle, the researcher used a worksheet to train the students' comprehension about the use of past tense. Before the students got the worksheet in MoT (*Modelling of Text*) session, the researcher had given some explanations about past tense. He outlined the type of past tense and its structure on the whiteboard so that the students could learn the difference between simple past, past continuous, and past perfect. He gave examples for each type and asked the students to give their own example. The students' improvements in understanding past tense could also be seen in the students' writing product. Most of them had few mistakes in grammar point. Below was the one example of final writing products in XI IPS 1 class.

On Tuesday, Franda and her family went to Malang. They went to there by car. The trip started at 05.30 a.m. That was a long trip. Her father thought that the trip needed more than 8 hours. On the way, sometime they stopped to take a rest. After that, they continued the trip.

At 07.00 p.m they arrived at Malang. They stayed in a hotel. In there, they had to take a bath, dinner, slept, breakfast, etc. In the morning, they prepared to went to the resorts. They stayed in the hotel just one night.

Bear Fruit Malang was the first resort that visited. Franda and her family bought some tickets. After that, they entered and took some fruits from the plants. The next resort was Jawa Timur 1. They bought some tickets and entered to the resort. Franda and her brother played in there. After that, they prepare to went home.

The student' writing product – Appendix H

From the example above, it could be seen that the student had been able to identify and use past tense verbs correctly. She could recognize the subject of the sentence and use the corresponding past tense verb appropriately. She could make active sentence and passive sentence correctly. Overall, her understanding of past tense in narrative text was good.

The average score of grammar point for XI IPS 1 class in their final writing of narrative text was almost 15. It could be concluded that they had already good understanding about past tense from the grammar tasks in the worksheet. Thus, the use of visual media (in the form of worksheet) in this first cycle was successfully helping the students to learn grammar, in this case the use of past tense in narrative text.

b. The Vocabulary Mastery

In order to add the students' vocabulary range about the topic of the lesson, the researcher used four model texts to enrich the students' vocabulary. He also used visual media in the form of slide presentation. All of materials given had provided the students a lot of words that could be used in their writing. The students could use the words from the model texts or from the visual media. They could even add more words from the worksheet and other activities. One example of the students' final writing product would show the range of vocabulary in their writing.

Three years ago there was a girl named Alice that found herself enter an amazing world named Lalaland. She was very confused. Alice accompanied with her beloved fish named Kudi. In Lalaland Alice saw so many giant things, she was not big as an ant. When she arrived in Lalaland it was in the midnight, then she decided to find a place to sleep. Alice threw Kudi into a giant tulip flower, and she climbed this flower. When she closed her eyes, there was a flash that come closer and closer. She was panic, until she realized that flash light was come from Thinkerbell. Thinkerbell told Alice that she must find David Jones coffin and save his heart that saved in that coffin.

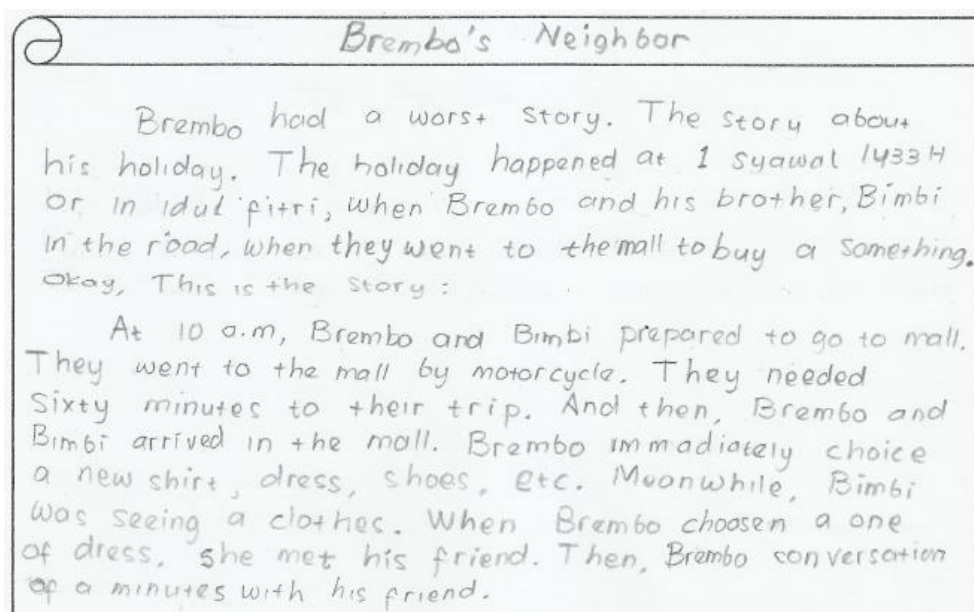
When she woke up in the morning she started the journey to find David Jones coffin. Thinkerbell followed her because she afraid if something happen with Alice. On the journey Alice met a wierd guy named Jack Sparrow, he was a pirates but he becoming an utad at the moment. Thinkerbell warned Alice about Jack, she said Jack Sparrow has an evil part, but Alice was not believe in Think because Jack Sparrow is an utad. Jack Sparrow offered her to ride his ship to find David Jones coffin. They accros the ocean with Black Pearl and took a rest in Harnia. Jack Sparrow was find some food to eat and leave Alice with Think. When Jack Sparrow find some food to eat, Alice caught by queen of Harnia, she's very bad. The queen her to a jail. Alice met Troy, King of Sparta. He looks so old, and don't have energy, he said the queen was spell him and killed everybody in Sparta, and married The King scorpion. Thinkerbell flew and told Jack if Alice caught by queen of Harnia, Jack tried to find help, and found soldiers from Harnia. Jack and soldiers fighted an rescue Alice and Troy. Troy was very happy and gave some food to them.

The student' writing product – Appendix H

From the example above, it could be seen that the student had used some words from the model texts and the visual media. The average score of vocabulary aspect for XI IPS 1 class in their final writing of narrative text was 14,50. This score showed that the students had average ranges of vocabulary in the topic of the lesson. Moreover, they could use their vocabulary appropriately in their writing. Thus, the use of visual media (in the form of model texts, picture cards, and slide presentations) in this first cycle was successfully helping the students to enrich their vocabulary about the topic of the lesson. So, the students could use many words and provide more information in their writing.

c. Writing mechanics

In the lesson, the students had done a worksheet that contained some tasks related to writing mechanics. Those tasks gave the students more understanding about the name, definitions, and usage of punctuations. Some points in writing mechanics that the students should also consider were about the use of indentation, capitalization, spelling in the text. One example of the students' work below would show the students' understanding about appropriate writing mechanics.



The student' writing product – Appendix H

From the writing example above, it could be seen that the student had already had good understanding about appropriate writing mechanics. She could appropriately write the title of the text. She could appropriately put the punctuations so that each sentence could have a meaning. She knew

the difference between comma and full-stop and understood the correct place to put them. She showed her understanding of capitalization correctly by using capital letter in the first word of the sentence. She also used the capital letter for certain important words such as the name of person. Related to the text layout, she had used the appropriate indentation for each paragraph in her writing appropriately. Overall, she could do the task very well with only three mistakes.

The average score of writing mechanics for XI IPS 1 class in their final writing of narrative text was 16,62. This score showed that the students of this class had understood about appropriate writing mechanics. They were able to do the task appropriately with only some minor mistakes. Thus, it can be concluded that the use of worksheet in this first cycle was successfully helping the students to have better understanding in the appropriate writing mechanics.

d. Text Type Features

In this first cycle, the students were required to learn about narrative text type. Before they were able to make a narrative text by themselves, they had to know the features of narrative text at first. The features were included the grammatical and language features. In addition, they should also learn about the generic structure of narrative text. The students had identified and learnt the features of narrative text from the model texts given. One example of the students' writing product was presented below.

It gave an outline in how the student understood about the features of narrative text.

One day, Enma decided to take a journey to find the Never Land, where the Storm Dragon lived. People in his village thought that he must be can't finish the journey, but he believed he can.

He started his journey in the summer evening. The first place that he visited is Aries Island. There was a big prison in the island named Azacca. In that day, an issue about a wanted murder was became popular. Enma decided to find that murder and bring him to the prison. So, he went out in the night and started to look for the murder. Not long after that, he saw the murder was hiding his self in a cave. With his long sword, Enma confronted the murder and won the fight. He then brought the murder to the prison and received a gift from the general. The gift was a black rose.

He then leaved Aries Island with a ship. Not long after, he arrived at Forbidden Valley. Enma met elfs in there. The elfs ~~order~~ a help from Enma to find their missing friend. Enma then rounded the valley and suddenly found a mystic castle. The gate of the castle just can be opened if Enma had the mystic key. Suddenly, a rabbit confronted him and brought him to a pond. Enma said to the rabbit that he was a kind guy that wanted to rescue an elf. The rabbit then gave the mystic key to Enma with an essential to gave the rabbit a black rose. They did an exchange. After that, Enma went back to the castle and rescued the elf. The other elfs said thanks to him and showed him a way to the Never Land for the gift.

The student's writing product – Appendix H

From the example of the student's writing product above, it could be seen that the student had understood the features of narrative text quite well. Starting from the grammatical features, he could use the past tense appropriately in his sentences. Related to the language features, he could use a phrase of "One day" that usually appeared in narrative texts. Related to the generic structure, his writing had followed the generic structure of

narrative text appropriately. Overall, he could write a simple narrative text that followed the rule of narrative text features appropriately.

In the scoring aspect, Organization (O) scored the students' understanding in organizing their sentences and paragraphs in their writing product. It was closely related to the text type features. The average score of organization aspect for XI IPS 1 class in their final writing of narrative text was 14,69. This score showed that the students of this class had good understanding in organizing their sentences or paragraphs to suit the rule of narrative text features. Most of them had been able to follow the generic structure of narrative text (*Orientation, Complication, Resolution, and Coda*) in their writing.

e. Lesson Engagement

In this first cycle, the researcher had introduced various visual media in the teaching and learning process of writing. He had used picture cards, slide presentation, visual organizer, and visual prompt. However, some visual media could not be implemented quite well because the classroom facilities did not support them. This obstacle might impact the students' engagement in the lesson.

During the implementation of action, the students gave several responses. They were quite interested in the use of visual media in their classroom. They seldom got it in their classroom, so they welcomed the changes. However, some students also showed their displeasure during

their learning process. They did not like some activities in the lesson such as identifying model texts and listing vocabularies. They thought that those activities were quite uninteresting or even boring. They also did not like to read several texts at once because they would get difficulties in understanding all of them at the same time. One example of the student's response during the lesson could be seen in the following excerpt.

The researcher asked one member from each group to be the representative. He/she would be responsible to write the meaning of each word listed on the whiteboard. One of the group's representative showed her unwillingness towards the activity. She even called it as boring.

Field Note 1 – Appendix L

Overall, there were some improvements occurred in the students' lesson engagement during the lesson. The students were more active than before. They also showed more attention to the materials given. The use of visual media in this first cycle might not be fully implemented, but it could increase the students' engagement in the lesson.

C. Report of Cycle II

4. Planning

The plans in this second cycle were based on the result of reflection in the first cycle. All the results gathered from the implementation of actions in the first cycle were evaluated and revised to be the bases of planning in this second cycle. All the positive results from certain actions in the first cycle would be maintained and even strengthened to be used again in this cycle. Meanwhile, the less positive results from certain actions in the first cycle would be evaluated and improved to be used in this cycle. Some of actions in the first cycle were also modified to be used again in this second cycle.

According to the curriculum used at SMA N 1 Bantul, the second text type that the students of XI IPS 1 should master was report text. Therefore, the major plans in this second cycle would be aimed at making the students to be able to understand report text. At the end, they were expected to be able to make a simple report text by their own with appropriate grammar and writing mechanics. In order to understand the report text, the students were required to learn all information and materials related to it, such as the grammar used in report text, the generic structure of report text, the purpose of report text, the language features of report text, and many others. If the students had learnt and understand all of those materials, they were hoped to be able to produce a simple report text by themselves in the end of this cycle.

One of the major obstacles in the first cycle was in the classroom facilities. The XI IPS 1 classroom had actually provided with some facilities to support

the teaching and learning process of English. The classroom was equipped with a whiteboard, room speakers, and an LCD Projector. However, some of those facilities (the room speakers and the LCD Projector) still did not work because they were still new (the cable did not properly installed yet). The researcher had contacted the teacher and even the school about the facilities. However, they also did not know or ensure when the facilities could be installed properly so that the researcher could use it. The impact of that situation, some plans in the first cycle related to the use of visual media that needed those classroom facilities could not be implemented very well. The failure of visual media implementation really gave negative impacts to the process of teaching and learning writing in the first cycle. Even, it could be concluded at the end of the cycle that the results of action in the first cycle could be categorized as rather unsuccessful. Those results were happened mainly because of the inadequate supports from the classroom facilities.

In order to bring changes and avoid the same negative results in the teaching and learning process of writing, the researcher must overcome the problem in the classroom facilities at the first place. Thus, after the end of the first cycle, the researcher had a serious discussion with the other research members (the English teacher of XI IPS 1 and the collaborator) to get a solution to that problem. Instead of using the original classroom, the most viable option was to move to the other room that had been provided with adequate facilities to support the use of visual media in the lesson. One of the rooms that were suitable to that requirement was the school library. Without a further ado, the

researcher then contacted the librarian to ask for permission to use the library as a classroom to deliver a writing lesson for the XI IPS 1 students. Luckily, the librarian gave him the permission and full-supports to conduct the teaching and learning process of writing in the library. After getting the permission from the librarian, the researcher contacted the other research members about the moving plan. Both of them agreed and also supported to the plan.

Before moving the teaching and learning process of writing to the library, the researcher had to make sure that the facilities in the library would support the use of visual media. He also had to ensure that the space of the library would be adequate enough to be used for about 20 students of XI IPS 1. Therefore, in the beginning of the cycle, the researcher had done some observations into the school library. He checked the space of the library and the facilities provided inside. From the observations, he found that the library had adequate space to be used for all students of XI IPS 1. It had many large tables and comfortable chairs for the students to use. An LCD projector and room speakers were also available to be used and both of them worked well. In addition, many reference books and materials were also provided in the library. A computer with an internet access was also available freely. The students could use them all in their learning, composing, drafting, or writing process. Overall, the school library met all requirements to be used as a classroom. Thus, the teaching and learning process of writing for the second cycle of this research would be conducted in the school library because it supported the use of visual media.

After having overcome the problem of classroom facilities, the researcher now dealt with the major plans for this second cycle. Using the same categorization in the first cycle, the researcher had broken down the plans into five separate aspects of improvement in order to ease the implementation of each action for this second cycle. Those aspects were selected because they were the important factors that needed to be overcome so that the writing skills of XI IPS 1 students could be improved. Those five aspects were in the grammar point, vocabulary mastery, writing mechanics, text type features, and lesson engagement. Each of those aspects had its own plans and goals. The visual media would be used in each aspect if possible in order to support the plans to reach the goals.

In order to focus the materials for the teaching, the researcher has a broad discussion with the other research members about the topic of the lesson. After taking some considerations, the researcher finally chose “*Endangered Animals*” to be the topic of the lesson. That topic was chosen because of several considerations. First, most examples of report text usually talked about scientific reports such as animals or plants. Thus, it would be easier for the researcher to search for model text in that topic. Second, it was becoming the current issue in the world. Nowadays, there were many people who talked about the threats in our environment and the effect of global warming. This topic would encourage the students to think about those issues. All plans that the researcher would conduct in this second cycle were presented and explained comprehensively in the following discussions.

f. The Grammar Point

In this second cycle, the students were required to learn about report text. In general, a simple report text mainly used present tense in its content. Each sentence used present tense because it told the reader about facts and current information. Thus, the focus plans of grammar point in this second cycle would be helping the students to understand about the use of present tense in the report text.

In order to improve the students' understanding of present tense, the researcher had prepared some materials and information related to the use of present tense inside a report text. Those materials were in the form of visual media such as slide presentations, visual worksheet, and visual organizer. The researcher planned to use those media in the BKoF, MoT, and JCoT session.

In the lesson, the students were required to learn about the type of present tense (simple, continuous, or perfect), the structure of present tense, and the verbs used in present tense. During their learning, the students were required to learn and understand the structure of present tense so that they could use it when they were composing their report text. They should also learn about the verbs used in present tense, that was V1 (*infinitive*). They should also know about the types of present tense such as the simple present tense, present continuous tense, and present perfect tense. They might not use all of them in their report writing but they should have the understanding of each type structure and its usage appropriately.

If the students had learnt and understood all of them, they were hoped to be able to produce a simple report text with appropriate grammar by themselves.

Based on the reflection in the first cycle, the use of worksheet in improving the students' understanding about grammar brought positive results. Thus, the same technique would be applied again in this second cycle with some minor modifications to suit the condition. The students of XI IPS 1 would be given a worksheet that contained some grammar tasks related to the use of present tense. In the worksheet, the students could learn and identify the use of present tense in various sentences. A task related to the use of V1 (*infinitive*) was also given to add the students' understanding about present tense. Along with the use of worksheet, visual media in the form of slide presentations were also used by the researcher to explain the grammar materials easily.

The use of visual media in the form of worksheet to improve the students' understanding about grammar would be done in the MoT (*Modelling of the Text*) session. In this session, the students were given some input texts to read. After they had read the texts given, they were asked to identify the verbs in the input text. From the identification, the students could see the use of V1 (*infinitive*) in a report text. Then, they could train their understanding about the use of it by the worksheet. In this activity, the students would do the task individually or in pair depending on the classroom situation that might occur.

g. The Vocabulary Mastery

The second aspect of improvement in this second cycle was in the students' vocabulary mastery. The vocabulary mastery was essential in the writing skill because vocabulary became the building blocks to make a sentence in the writing. The more vocabulary the students had, the more sentences they would produce, and vice versa.

In order to focus the range of vocabulary that the students should learn, the researcher did a discussion with other research members (the English teacher of XI IPS 1 and the collaborator) related to the topic or the theme of the lesson. In the discussion, the researcher along with the research members would like to find the appropriate theme or topic of report text that the students would read and learn. After doing some selection and considering some references, the researcher finally decided that the theme or topic of report text in the second cycle would be about "*Endangered Animals*". This topic was chosen because it became the current environmental issue that was popular in relation to the global warming. It was also suitable to raise the students' awareness in supporting the current government's step in animal protection. Besides, the students of XI IPS 1 would also be able to learn and enrich their vocabulary in the field of animal, nature, and environment. Learning about animals could also bring some fun and refreshment for the XI IPS 1 students because it would be beyond their usual field of study in Social Science. Moreover, it could add some knowledge and information about animals for them.

In order to improve the students' vocabulary mastery in the first cycle, the researcher used several reading inputs with visual media in order to encourage the students to read. The same technique would be applied in this second cycle with some modifications. The visual media used in this second cycle were varied in the form of still pictures, videos, and slide presentations. Several input texts for the students to read would be filled with visual media so that they could enjoy their reading. The plans of improving the students' vocabulary mastery would be done in the BKoF (*Building Knowledge of Field*) and MoT (*Modelling of the Text*) session. Right after the students read the input texts, the researcher would encourage the students to explore and identify the common words or phrases used in the input texts given. Categorizing, listing, and translating were also done in order to get the detail and meaning of the words. When the students understood the meaning of the words, they could easily grasp the content of the model text given. Thus, it would be useful to increase their comprehension about the text.

In order to ease the students getting the meaning of the difficult words, the researcher would allow the students to use any kind of resources. They could use the manual dictionary, electronic dictionary, digital dictionary in their phones or laptops, and even they could search the meaning in the internet using their laptop. They could also use the computer in the library to search for the words' meaning. All of these approaches would ensure that the students could learn better and easier.

h. Writing Mechanics

English writing mechanics consisted of several aspects such as capitalization, indentation, punctuation, text layout, and spelling. Most students might see them rather unimportant to be learnt. Actually, they were really necessary in the writing skill. If the students could understand the proper writing mechanics, they could organize the sentences appropriately so that the ideas could be gained easily by the reader. Using the proper writing mechanics, they could also make their writing to be readable and pleasant for the reader. Thus, the understanding about writing mechanics was necessary to be taught in a writing lesson and the students should know and learn about them.

In the previous cycle, the researcher had explained the definitions and the usage of each punctuation in English. A rewriting task was also given in order to train the students' understanding about the use of correct punctuations. In this second cycle, the same technique would be applied to maintain the students' understanding and awareness of appropriate writing mechanics. The rewriting task would be given in the JCoT session. Some modifications had also been made in this task to add the level of difficulty for the students. In the rewriting task, the students would not only asked to rewrite the text with complete punctuations, but they would also asked to arrange the indentation, capitalization, and the text layout. At the end of the task, the students were required to make the text as good as possible and follow the appropriate writing mechanics.

i. Text Type Features

Each text type in English had their own features. Those were characteristics that differentiated each text type to another. The features of text types included the purpose, the generic structure, the language, and the grammatical features. The purpose related to the original intention of the text type. It could be to describe, to compare, and so on. The generic structure related to the organization of paragraph in the text type. Each paragraphs consisted of certain ideas. Those ideas should be arranged systematically according to the purpose of the text. The language feature related to the use of specific words or phrases in the text type. Those words or phrases might be special in the text type that might become the characteristics of the text itself. Last, the grammatical feature related to the use of certain grammar system in the text type. Each text type might use different grammar or tenses according to its purpose.

In this second cycle, the students would learn about the features of report text. They should know the purpose of report text, the generic structure of report text, the language feature of report text, and the grammatical structure of report text. The understanding of those features was essential for the students so that they could appropriately write a simple report text in their product of writing.

In order to help the students learn those features, the researcher planned to use visual media in the form of slide presentation. The slide presentation was chosen because its feasibility and effectiveness in

delivering the teaching materials about the features of report text. Within the slide presentation, the researcher could insert various other visual materials such as videos, pictures, and animations so that the materials were looked more interesting for the students. Moreover, the use of slide presentation would enable all students to focus on the materials. The students could also see the materials clearly and easily follow the researcher's explanation in the same time.

The use of slide presentation to improve the students' understanding about text type features would be applied in the BKoF (*Building Knowledge of Field*) and MoT (*Modelling of Text*) session. In the BKoF (*Building Knowledge of Field*) session, the slide presentation would be used to introduce the students to the purpose of report text. It was also used to build the students' schemata about the topic of "Endangered Animals". In the MoT (*Modelling of Text*) session, the slide presentation was used to identify and explore the input text given. The researcher would guide the students to inspect all features in the input texts such as the language feature, grammatical feature, and also the generic structure. The process of explanation and identification of each feature mentioned would be clearer and faster with the use of slide presentation rather than using conventional media. In order to ease the students' understanding about the generic structure, the researcher had provided a visual organizer. This visual organizer was used to collect detail information and description of the animal. It would be very handy for the students to support their writing.

j. Lesson Engagement

The last aspect of improvement in this second cycle would be the students' lesson engagement. As it had been stated earlier, the students of XI IPS 1 were passive in the classroom, especially in the writing lesson. They had low motivation to learn English writing. They also had low attention to the tasks and activities given by their teacher during the writing lesson. There must be something wrong happened during the regular teaching and learning process of writing in XI IPS 1 class. Therefore, the researcher planned to make changes to the teaching and learning process of writing in XI IPS 1 class by using visual media. The visual media were used because they had some benefits that suited to the situation and problems in the XI IPS 1 class. They were also believed to be more interesting and motivating for the students. It was hoped, then, that the use of visual media, accompanied by comprehensive materials, and appropriate activities could create a fun and joyful learning environment that could engage the students of XI IPS 1 into the lesson. When the students could be engaged, they could learn easier and happier than before. They could also get the learning objectives and mastering the goals faster in a better way.

In this second cycle, along with the use of visual media to teach writing, the researcher planned to build more connections to the students by strengthening the good rapport between the researcher and the students. Calling the students' name directly without using the attendance list might

seem a little, but the researcher believed that this approach would break the gap between the researcher and the students. It opened the possibility for the students to build closer interaction with the researcher during the teaching and learning process. Various materials, activities, and visual media were also used in order to minimize the students' boredom.

The researcher planned to do any ways to improve the students' lesson engagement in each stage of the teaching. In the BKoF (*Building Knowledge of Field*) session, the researcher would try to build good rapport and recall the students' schemata by using interesting visual media. In the MoT (*Modelling of Text*) session, the researcher would guide the students to explore and identify the input text given using visual media. Interesting visual media were also used in order to engage the students and ease them learning the materials. In the JCoT (*Joint Construction of Text*) session, the researcher would help the students to construct their first draft of report text. Last in the ICoT (*Independent Construction of Text*) session, the researcher would provide some interesting topic for students to be chosen as material for their report writing. The researcher would also maximize his roles as a teacher to collaboratively help and support the students to engage in the lesson in a better way than before.

During the process of students' writing, the researcher would also give them feedbacks and supports. The feedback could be just as simple as praises or compliments, but it had a big influence for the students. They would feel that their efforts were acknowledged.

5. Actions and Observations

The implementations of action in the second cycle consisted of three meetings. They were on Wednesday 12th September, Thursday 13th September, and Wednesday 19th September. In order to help the students understand the text type better, the researcher used Genre-Based approach as the method to teaching writing in the XI IPS 1 class. This approach enabled the students to identify, construct, and produce the text type through several supportive activities. At the end, the students could individually produce the text type correctly. This genre-based teaching method consisted of five stages. They were BKoF (*Building Knowledge of Field*), MoT (*Modelling of Text*), JCoT (*Joint Construction of Text*), ICoT (*Independent Construction of Text*), and LtRT (*Linking to Related Text*). However, there were only four main stages that were commonly used in the regular classroom. They were BKoF, MoT, JCoT, and ICoT.

In the lesson, the researcher would be the teacher that delivered the writing lesson. Meanwhile, the other research members (the English teacher and the collaborator) would also help the researcher to be the observers. During the lesson, they would collect and record anything that happened during the teaching and learning process of writing in XI IPS 1 class. Besides doing some observations, they would also collect some documentations such as photographs, recordings, and videos in order to support the research data. The discussion of actions in this second cycle would be further explained in the following sections.

e. Building Knowledge of Field (BKoF)

In this stage of teaching, the researcher would like to build the students schemata about the topic of the lesson. As it had been stated earlier, the topic of the lesson was “Endangered Animals”. The researcher had prepared visual media in the form of slide presentation to introduce the topic to the students.

Instead of directly saying the topic for the lesson, the researcher would try to enable the students knowing the topic by themselves. He had prepared a guessing game for the students in order to introduce the topic. In the beginning of the lesson, the researcher told the students that they would have a guessing game. The rule of the game was simple. The researcher would show a series of pictures on the slide. The students were asked to guess the name of the picture shown. Most students looked very happy about that and they were ready to start the game.

The researcher began the game by showing the first picture on the slide presentation. The students saw a picture of animal with brown skin and a horn on its head. They could easily recognize it as a rhinoceros. Many students shouted together “Rhinoceros!” The researcher agreed to the students answer. He showed the name of the animal below the picture along with its Latin name. The second picture was a kind of lizard with a long tongue come out of its mouth. The students could easily recognize the picture as Komodo. The researcher praised the students’ correct answer and showed the name and the Latin name of Komodo dragon. The third

picture was a kind of bird with so many beautiful quills. The students had difficulties in knowing the English name for the bird, but they already knew the Indonesian term of it. One of the students quickly searched using her electronic dictionary and shouted “*Peacock!*” The researcher gave her a compliment for guessing the correct answer. He showed the name of the bird and its Latin name below the picture. The fourth picture was a kind of big fish with a large mouth. Most of the students were silent because they did not know the name of the animal. Some of them said it was a whale. The researcher then showed the original name of the fish, which was “*Whale Shark*”, along with its Latin name below the picture. The fifth picture was a kind of big cat that had so many dot patterns on its skin. Some students guessed it as tiger, but the correct answer was not that. The researcher then showed the correct answer and the students could see that it was actually the picture of a Leopard, not a tiger.

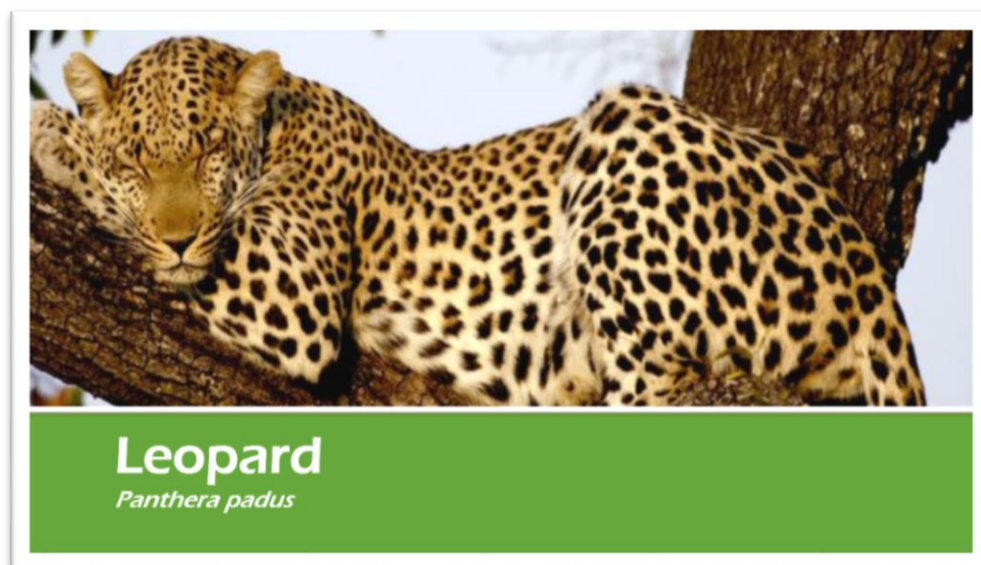


Figure 7. The Picture for Guessing Game

The next picture was the most difficult one for the students. It was a kind of small cow but it lived in the water. There were no students who made a guess. They were completely clueless. The researcher then showed the name of the animal. It was a Dugong or Manatee. Some people even called as a water cow. The last picture was the most familiar for the students. It was a kind of big monkey with red hair. The students could easily recognized it as Orangutan. The researcher praised the students about their correct guess and showed the name of the animal and its Latin name below the picture.

After all the pictures had been shown, the researcher then compiled the pictures into one screen. He then asked the students the similar factor from all of those pictures. It took more time for the students to think about that factor because they knew that the pictures consisted of several kinds of animals. Each of animal had their own characteristics, thus, it was quite difficult for them to guess the same factor for all of those animals. The researcher eventually helped the students by giving the answer. All of those animals had a single same factor, they all were belonged to the same group of endangered animals. The students surprised to the fact and they agreed about that.

Starting from that point, the researcher then told the students that they were going to learn about animals in the lesson, especially related to endangered animals. The researcher then asked the students about the meaning of endangered animals. He also encouraged the students to give

more examples of endangered animals that did not mention in the pictures. He also elaborated the topic by making a discussion about the kind of endangered animals that existed in Indonesia or even in the other part of the world. The students had already known that endangered animals should be protected so that they could survive in their natural habitat. The researcher then asked the students about the steps to protect the animals from the extinction.



Figure 8. The Topic of the Lesson

In this topic of study, the researcher told the students that they would learn many things about the life of animal. Although the students were social sciences, they should be aware of the current issue about animal extinction. They would learn about the habitat of animal, the characteristics of animal, and even the ways of animal to survive from their predators or even humans.

f. Modelling of Text (MoT)

In this stage of teaching, the researcher would like to introduce the examples of report text. Instead of telling the students about the text type that they were going to learn, the researcher just gave a simple passage for the students to read. He spread a text entitled "*Bornean Orangutan*" for the students. After every student got the copy, the researcher asked them to read the text in five minutes. The researcher also gave the students a worksheet. In the worksheet, there were three tasks that the students must do. The first task related to the vocabulary in the text. The students were asked to fill a table with the meaning of each word listed. The second task related to text comprehension. There were six comprehension questions that the students must answer. In order to answer all of those six questions, the students must carefully read the text and understand all the information inside it. The third task also related to text comprehension. However, it was in the form of a table. Inside the table, there were eight statements that corresponded to the text. Those statements might come from the text but might just an opinion related to the text. The students were asked to state whether the statement was true or false based on the information in the text. If the statement was true, they should give a T mark to the corresponding space. If the statement was false, they should give an F mark. In order to answer the task, the students must read the text comprehensively so that they could decide which statement was correct and which statement was incorrect.

After for about thirty minutes, the students had finished to read the text and completed their worksheet. The researcher showed the text in full on the slide presentation so that the students could see it. He asked the students about the content of the text. The students said that the text talked about Bornean Orangutan. Next the researcher wanted to check the students' answer about the tasks in the given worksheet.

The first task in the worksheet was about vocabulary. The researcher had selected twenty words from the text entitled "Bornean Orangutan". Those words were selected because they were common vocabulary in the topic of endangered animals. The students were asked to get the meaning of the word in Indonesian. They could use any kind of sources to get the meaning. By knowing the meaning of those words, the students could use them in their writing later. Those words were ape, continent, lbs., cheek pad, roaring, twig, humid jungle, nest, territory, whereabouts, feeding, vertebrates, mating, gestation period, decline, logging, mining, poaching, trappers, and prohibited. The researcher discussed the meaning of each word using the slide presentation. He showed the meaning of each word one by one so that all students could see and know it well. From the slide presentation, the students could easily check whether their answer was correct or incorrect.

The second task related to the text comprehension. In the task, the students were asked to answer six comprehension questions. Those questions fully correlated to the text given previously entitled "Bornean

Orangutan”. In order to answer those questions, the students must read all the information stated within the text. The six comprehension questions in the second task were: 1) What is the text about?; 2) What is the characteristics of Bornean Orangutans?; 3) Where do they live?; 4) What is their food?; 5) Why they are endangered?; and 6) In your opinion, how to protect Orangutans from the extinction?. In order to check the students’ answer, the researcher showed discussed the questions using the slide presentation. He presented the question one by one on the slide and asked a student to answer the question. He then discussed the students’ answer and gave more details or explanations if necessary.

The third task was also about text comprehension. However, it had a different form compared to the previous task. The level of difficulty of this task was also higher rather than the previous one. The students should understand the information in the text more detail and decipher the meaning of each information so that they could state whether the statement in the table was correct or incorrect. This task was in the form of a table. Inside the table, there were eight statements. Those statements were: 1) Orangutans are only found in the Southeast Asia., 2) Female Orangutans are bigger than the males., 3) Only male Orangutans can produce noises., 4) Orangutans are weak-minded animals., 5) Orangutans do not live in big groups., 6) Orangutans are herbivore., 7) Male Orangutans warn other males by screaming., and 8) Humans are the main cause of Orangutans’ extinction.









Answers			
No.	Statements	True	False
1.	Orangutans are only found in the Southeast Asia.		
2.	Female Orangutans are bigger than the males.		
3.	Only male Orangutans can produce noises.		
4.	Orangutans are weak-minded animals.		
5.	Orangutans do not live in big groups.		
6.	Orangutans are herbivore.		
7.	Male Orangutans warn other males by screaming.		
8.	Humans are the main cause of Orangutans' extinction.		

Figure 9. The Third Task

The students were asked to state whether each statement was true or false based on the information in the text entitled “Bornean Orangutan”. If the statement was true, the students should give a mark on the corresponding table. They would have to do the same with the false statement. In order to check the students’ answer, the researcher used the slide presentation to show the table. Using the slide, the researcher discussed each statement on the task one by one and showed the correct answer. The students could easily follow and join the discussion by seeing the visual media on the slide presentation.

The discussion about the worksheet was over. The researcher showed the text again on the slide presentation. He asked the students about the content of information stated inside each paragraph in the text. From the first paragraph, the students could get the information related to general

appearance of Bornean Orangutans. It contained some information related to the physical characteristics of Bornean Orangutans. The second paragraph contained some information related to physical appearance of Bornean Orangutans. More detail information related to the male and female orangutan was also presented in the second paragraph. The third paragraph contained some information related to the habitat of Bornean Orangutans. Some information about the food preference of Bornean Orangutans was also presented in the third paragraph. Last, the fourth paragraph contained some information related to the status of Bornean Orangutan. In this paragraph, the students could learn that Bornean Orangutan was one of endangered animals. This animal needed to be protected so that it would not become extinct in the future. After discussing the content of information in each paragraph, the researcher showed the classification using the slide presentation. The students could see and learn that the first paragraph talked about the general classification of Bornean Orangutan. Meanwhile, the second, third, and fourth paragraph talked about specific descriptions of Bornean Orangutan. The researcher then asked the students about the type of the text. The students could easily answer it as “*report text*” because it had the aim to report a certain thing, in this case the Bornean Orangutan.

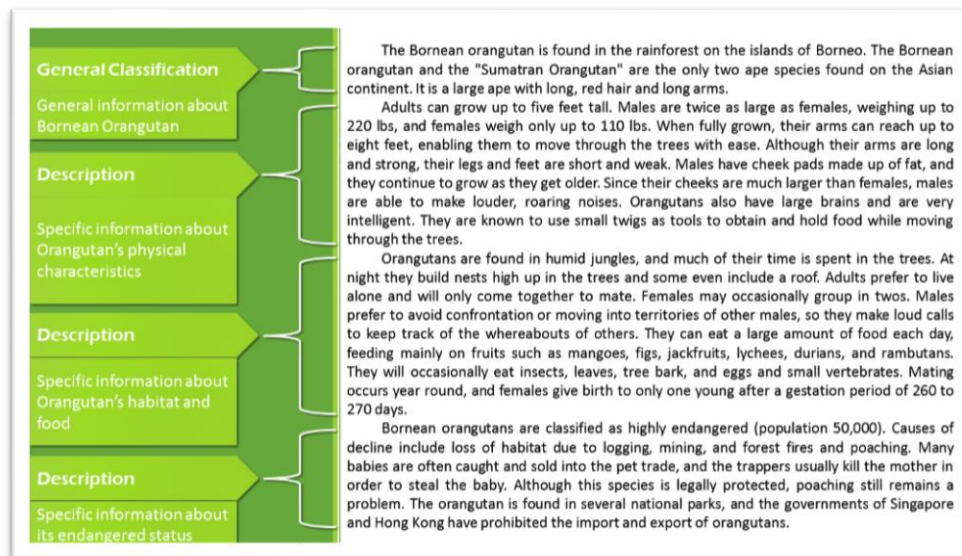


Figure 10. The Generic Structure

Using the visual media, the researcher showed the students the generic structure of report text. A simple report text usually consisted of two structures. The first was general classification which contained some general information related to the topic or title. The second structure was descriptions which contained some specific information related to the topic or title. The first paragraph of report text would always be the general classification. The next paragraph would be the descriptions. A report text could have at least two description paragraphs or more. If the report text had more specific information, there would be more description paragraphs.

After discussing the generic structure of report text, the researcher showed a table of animal profile on the slide presentation. In the table, there were eleven points of criteria related to the Bornean Orangutan.

Using the given text previously, the students were asked to complete the information in each criterion. These eleven criteria were: 1) name; 2) type; 3) living domain; 4) natural habitat; 5) physical appearance; 6) size and weight; 7) diet; 8) breeding; 9) protection status; 10) cause of extinction; and 11) special behavior. In order to fill the information of each criterion, the researcher asked the students to reread the text. Using a whole-class discussion, the researcher checked the students' answer. He presented the profile on the slide so that all students could see it well. Then, he guided the students to fill each criterion with the information stated in the text.

In the second meeting, the researcher would like to teach the students about the features of report text, especially related to the grammatical and language features. He gave the students a simple report text entitled "Giant Panda". He gave the students ten minutes to read the text and comprehend the information in each paragraph of the text. After the students had finished reading the text, the researcher asked the students about the content of the text. The students answered that the content of the text was about Giant Panda. The researcher then asked about the type of the text. The students could easily recognize that the text had the same type with the text that they had learnt previously. They confidently said that the text was a report text. Using visual media in the form of slide presentation, the researcher tried to review previous materials about report text. On the slide, the researcher showed the students about the purpose of report text and the generic structure of report text. The students could recognize those


two topics because they had learnt them in the previous meeting. They still remembered that the purpose of report text was to present information about something. While the generic structure of report text consisted of two parts; the general classification and descriptions.

Next, the researcher asked the students to take a closer look into the text entitled “Giant Panda”. He asked the students to identify the verbs in each sentence of the text. After five minutes, he then showed the whole text on the slide. All verbs in the text had been highlighted so that the students could easily see them all. Instead of telling directly the type of verb used in the text, the researcher asked the students to identify them so that the students could learn by themselves. The students could recognize that the verbs used in the text were present tense. The researcher praised the students’ understanding about the verb and showed them the answer on the slide. From that simple discussion, they had learnt the grammatical feature of report text. The students now understood that report texts mostly used present tense in their sentences.

After that the researcher would like to teach the students about the language features of report text. The first language feature that the students should learn was the use of general nouns instead of proper nouns. In order to get the understanding, the researcher asked the students to identify the use of nouns in the text. The students could see from the text that a report text mostly used general nouns. In order to give clear understanding, the researcher then explained the first feature using the slide presentation. He

showed the whole text and highlighted all the general nouns found in the text. Some of general nouns used in the text entitled “Giant Panda” were animals, ears, arms, legs, eyes, bones, jaws, stems, leaves, shoots, mammals, berries, wrists, and many other. From the visual media, the students could easily learn and see that the common report text rarely or even never used proper nouns. It usually used general nouns to describe about the particular subject.

Using general nouns



Giant pandas are extremely rare **animals** found mainly in the Western Szechwan province of southwest China. They can weigh from 165 to 330 lb. The head and body of them are mainly white with the exception of their **ears, eye patches, nose, shoulders, arms, and legs**. **The giant pandas' eyes** are very small and their vision are poor. Enlarged **bones** in their **wrists** allow them to grip **bamboo stems**. They have very strong **jaws** and large **molar teeth** that are used to crush the tough bamboo stems. They are very good climbers and use their skill to escape **predators**. They are also able to move quickly and silently allowing them to evade predators through tunnels of bamboo.

The giant pandas eat mostly **bamboo leaves** and **shoots**, but they can also eat **fruits, berries, fungi, grass, birds, fish**, and even small **mammals**. They live alone most of their lives, only coming together when it is time to mate. **Females** give birth to cubs that are hairless and blind and weigh only 100g. The **cubs** depend on their mother for about 18 months, and then it is time to find and establish their own territory. They use their scent glands beneath their tails for marking territory.

The giant pandas are only found in central and western China. They are remained only 1000 to 2000 in the wild. Causes of their decline include destruction of habitat and poaching. They are also heavily dependent upon their main food source, **bamboo**, which is becoming rare in their habitat. In an effort to save this species, the World Wildlife Fund has developed a conservation management plan outlining 14 new panda reserves and five corridors connecting patches of panda habitat. This species is also legally protected to prevent poaching.

Figure 11. The Use of General Nouns

The second language feature that the students should learn was about the use of action verbs when describing behavior. The researcher asked the students to identify the action verbs in the text. They could find some verbs in the text but did not know whether those verbs belonged to actions verbs or not. In order to give clear explanation, the researcher showed the text on the slide. He highlighted all the action verbs in the text so that the

students could easily see them. There, the students could learn some examples of action verbs in the text entitled “Giant Panda” such as to allow, to grip, to crush, to escape, to move, to evade, to find, and many others. Those action verbs were used to describe the behavior of Giant Panda in its environment. The third language feature was also about verbs. Here the students should learn about the use of relating verbs to describe features in a report text. Using the same technique in the previous discussion, the researcher highlighted the use of relating verbs in the text through the slide presentation. There, the students could see and learn the text used some relating verbs such as is, are, and have.

The fourth language feature related to the use of technical terms in a report text. It was very common that most report text usually came from the field of natural sciences such as biology or physics. Thus, a report text was usually filled with many technical terms or registers in those particular study. In the case of the model text given previously, the technical terms that existed inside would be more about the subject of biology because it discussed a topic about animals. The researcher then showed to the students the use of technical terms in the text by highlighting them on the slide. Some technical terms that the students could find in the text were predators, habitat, species, and conservation.

The fifth language feature that the students should learn in a report text was the use of topic sentence to organize bundles of information. It had been explained in the previous discussion that a report text consisted

of one general classification paragraph and several description paragraphs. Each of those paragraphs contained one topic sentence to organize bundles of information within. In order to train the students' understanding about this feature, the researcher asked the students to identify the topic sentence in each paragraph in the text entitled "Giant Panda". He then showed the explanation by presenting the text on the slide. In the case of the model text given, the first paragraph of the text had a topic sentence about the living domain and physical characteristics of Giant Panda. The second paragraph had a topic sentence about the food and cubs of Giant Panda. Meanwhile, the third paragraph had a topic sentence about the status of Giant Panda and its cause of extinction. It also contained some information related to the conservation place of Giant Panda in the world.

The last language feature of report text that the students should learn was the use of repeating name of the topic as the beginning focus of the clause. The researcher asked the students to see the text even closer. He asked the students to find the repetition of name or topic that might appear in the text. The students could see in the text that most of sentences began with the word Giant Panda. It was repeated many times throughout the text. He then showed the full text on the slide. He highlighted the word Giant Panda so that the students could see in better. He explained that those repetitions emphasized the topic of something that being discussed, that was the Giant Panda.

After exploring all the language features, the researcher showed all the features on the slide. He reviewed each feature by doing a brief discussion with the students about it. He even asked the students to give some examples from the text. After that, he explained about the use of present tense in the report text. He outlined the structure of present tense on the whiteboard. He told the students the minimal requirement of an English sentence. That in English, each sentence must have at least one subject and one verb so that it could be called as a full sentence. He also explained each type of present tense form such as simple present, present continuous, and present perfect. The definition and example of each form were also presented on the whiteboard along with the translation in Indonesian. Next, he explained about the change of verb form in simple present tense related to the subject of the sentence. The researcher gave examples for each type of present tense. He also asked some students to write another example on the whiteboard. The researcher realized that the understanding about present tense structure would be very essential for the students. Thus, he must ensure all students had understood about it before moving to the next activity.

Having learnt about the grammatical feature of report text, the students were trained to deepen their understanding the use of present tense in a report text. They would start to learn from the small area such as clauses or sentences into the larger area such as a paragraph. In order to guide and help the students, the researcher had prepared a visual worksheet

for the students to do. In this worksheet, there were two kinds of tasks. Each of the tasks had a different type and purpose.

The first task related to the students' understanding about the grammatical feature of report text. It was aimed at training the students to be aware of the subject in the sentence. In this task, the students were asked to fill a sentence with the correct verb. It was not just placing the correct one, the students should also write the correct form of the verb based on the context in the sentence, for example regarding to the subject of the sentence (singular or plural, countable or uncountable) or regarding to the meaning (simple present, present continuous, or present perfect). There were only four sentences in the task that the students must do. The verbs were provided separately on the box.

The second task was aimed at training the students to construct a sentence. There were four sentences in this task. Each sentence was written in jumbled words. The students were asked to arrange those jumbled words into a good sentence order. Here, the students would learn how to put each component in a sentence. They must know the subject, the predicate, and the other elements in order to get the correct arrangement. This task was quite challenging for the students, but they enjoyed it very much because they seldom got it in their regular class.

After giving the students fifteen minutes to do the task, the researcher discussed the students' answer using the visual media in the form of slide presentation. For the first task, the researcher showed each answer of the

question using animations. This was used so that the teaching and learning process became more interesting and fun for the students. In addition, it also eased the researcher to explain. The students could also see and follow the explanation clearly and easily through the visual media. The right answer for each question in the first task was: 1) The Komodo dragon is nocturnal and lives in dry scrubland in the tropical savannah forests of the Komodo Islands. 2) The Indonesian government has made the islands of Padar and Rintja into nature reserves. 3) All leopard coats are covered with rosettes and have lighter underparts. 4) Brown bears can eat just about anything, including plants, berries, fish, insects, and small mammals. Before showing the right answer, the researcher firstly asked a student to come in front to write his/her answer on the whiteboard.

For the second task, the researcher showed the answer directly using the slide presentation. The correct order of each sentence in this task was: 1) Dugong is one of the large marine mammals. 2) Brown bears can live in a variety of habitats. 3) Java rhinoceroses are hunted by locals for their meat. 4) Leopards prefer to stalk their prey from the trees. All students checked their answer from the slide presentation. The researcher explained about the structure of each sentence more carefully. Along with the students, he made a discussion about each element in the sentence. That discussion would enable the student to learn about the sentence element. The researcher emphasized that in order to place each word of the sentence, there would be two major things that should be considered. The

first was about the form of the word. It related to the part of speech such as whether it was a noun, verb, adjective, etc. The second was about the function of the word. It related to the possible position of the word in the sentence such as whether it was in the subject, predicate, object, etc. Considering those two things in the mind, the students could arrange those jumbled words easily by deciding the type of word at first and then place it appropriately in the sentence as its possible function. Most of the students could accomplish the task with no critical problems.

g. Joint Construction of Text (JCoT)

In this stage of teaching, the students were expected to be able to construct a simple report text with by themselves. The researcher would provide full supports and helps for the students in their process of learning. Thus, if they got some hurdles, the researcher was ready to give them some backups. He also had prepared two kinds of activity that the students must do in this session. Those two activities would help the student to understand about report text better.

The first activity in this session related to the writing mechanics. The students had learnt the appropriate writing mechanics in the previous cycle. They had known the type of punctuation, the definition, and its usage. They also had known the correct use of capitalization and indentation in the text. In the previous cycle, the researcher used a rewriting task in order to train the students' understanding and awareness of writing

mechanics. In this occasion, the same technique would be applied again to strengthen the students' understanding and awareness about appropriate writing mechanics. The researcher had prepared a simple report text which entitled "*Kangaroo*". This text was written in a very plain way without any punctuation or layout arrangement. It would be the job for the students to rewrite that simple report text into the correct one. By correct meant that the text would eventually have appropriate punctuations, capitalizations, indentations, and also text layout. So that anyone who read the text, would easily get the information because it was readable.

The second activity related to the paragraph construction. The researcher had prepared five visual media in the form of paper envelope. Each envelope would have a picture of animal at the front along with some other information. Inside the envelope, there would be some cards which contained paragraphs of a report text. The students were asked to arrange those jumbled paragraphs inside the envelope into the correct order so that they became a complete report text. They would be helped by the information on the front of the envelope so that they would not be any confusing information related to the correct arrangement. Although it might be sounded simple, this activity required the students to understand each information in each separate paragraph carefully. After they had known the information in each paragraph, they could decide which one would be at the first and which one would be at the last. In order to make it more fun and challenging, the students should work in group.

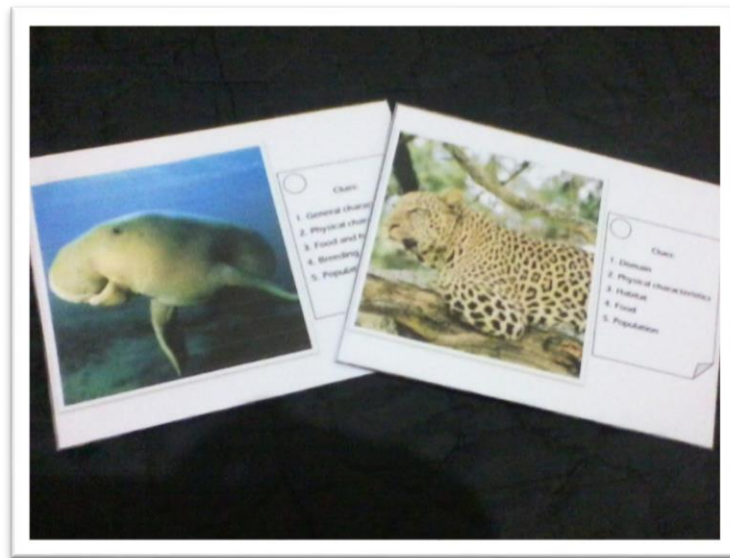


Figure 12. The Visual Media

The students were given fifteen minutes to do the first activity. They had to do the task in pair so that the students could work together in rewriting the text. When the students were doing the task, the researcher observed the classroom to check the students work. He responded to any response from the students. He also gave some comments or suggestions related to the students' writing. In this task, the researcher tried to remind the students about the appropriate writing mechanics. Thus, at the end of the session, the students could do the task correctly. After fifteen minutes had passed, the researcher stopped the activity. The students were required to exchange their work with the other group. In order to ease the explanation about the answer, the researcher showed the correct form of the text using a slide presentation. The researcher reminded the students about the appropriate writing mechanics that they should consider. The

important points of evaluation in this task were about the use of capitalization, punctuation, and also indentation. On the slide presentation, the students could see the correct form of the Kangaroo text. They could check whether their work had been correct or incorrect, especially related to the use of appropriate writing mechanics. The researcher asked the students to mark their mistakes, if any, so that they could know the right answer. Most of the students enjoyed the task because they had already learnt it in the previous cycle. At the end of the session, the researcher asked the students to submit their work for evaluation.

Next, the researcher moved to the second activity. He asked the students to make some groups. Because there were about 18 students in the class, so the researcher divided the students into four groups. Each group would consist of about four or five students. The researcher gave freedom to the students to select the group members. In order to make the activity more interesting, the researcher told the students that they would have a race game. In the game, each group of students would compete each other to be the fastest. The rule of the game was simple. There would be five different envelopes on the researcher' hand. Every group should choose one envelope among those five. One member from each group would become a representative to pick the envelope and bring it to the group. After each group had picked one envelope, the students were asked to open the envelope and put the contents on the table. Inside of each envelope, there would be several cards. In each card, there would be a

single paragraph. All members of the group would be responsible to arrange those jumbled cards into the correct order so that they became a complete passage. Each group would compete each other to be the fastest. The first group which could finish to arrange the jumbled cards into a good order would be the winner of the game.

In order to arrange the jumbled cards appropriately, the researcher had provided a clue on the front of each envelope. On the envelope cover, the students could see a picture of animal and a note. The picture of animal gave the clue about the topic of the text. Meanwhile, the note would provide the order of information in the text. The students should follow the note in order to get the right order. However, they had to read each card carefully in order to know the information inside.



Figure 13. The Second Activity

The researcher gave five minutes to the students to do the second activity. All students became so busy arranging the cards in their group. Some students moved their chairs and walked around to get closer in the group. They were looked very enthusiastic with the activity and they wanted their group to be the winner. The class soon became a little bit noisy from the activity. The researcher believed that it was normal because the activity needed a lot of movements and conversations between each member of the group. So the researcher just let the situation happened as long as it supported the students' learning process. Moreover, that activity encouraged the students to be more active.

After five minutes, the researcher asked the students to stop. He checked the arrangement of each group carefully. He finally announced that the winner of the game was Group 3 which got a text entitled "Java Rhinoceros". The members of Group 3 were so happy with the announcement. The other groups were looked a little bit disappointed because they could not be the first.

After giving a praise to the winner, the researcher introduced a visual organizer to the students. It was a tool that helped the students to collect information about an animal. Inside the visual organizer, there was a table that consisted of several rows. Each row represented one criterion of animal. In order to train the students about the use of visual organizer, the researcher gave each student a sheet of visual organizer. He then asked the

students to fill out all the required information in the visual organizer based on the text that they got from the second activity.

Some information that the students must complete in the visual organizer were name of the animal, type of the animal, living domain, natural habitat, physical appearance, size, weight, diet, breeding, protection status, and special behavior. The students could even add more criteria and information about the animal in the given space. If there were no information related to certain criterion, the students were required to find it from any source. They could search it on the reference books, journals, articles, encyclopedia, or even from the internet.

After fifteen minutes, the researcher asked the students to report about the information that they got from the visual organizer. The researcher asked one member from each group to come in front of the class. He/she should report to the class about the animal profile that they had.



Figure 14. The Third Activity

h. Independent Construction of Text

In this last stage of teaching, the students were required to make a simple report text by themselves. They had learnt all materials related to the report text in the previous stages. In BKoF session, they had learnt the topic of the lesson and some vocabularies related to the topic. In MoT session, they had learnt about the features of report text (grammatical and language) and also the generic structure of report text. They also had learnt about the use of present tense in report text. In JCoT, they had learnt about the appropriate writing mechanics and the organization of information in report text. Now, they should be ready to create a simple report text by their own using all materials that they had learnt before.

In order to focus the final writing so that it would be easily evaluated, the researcher had chosen a topic of writing for the students. The topic of writing for their final product was “Asian Elephant”. So, at the end of the lesson, the students were required to be able to write a simple report text about Asian Elephant with appropriate grammar and writing mechanics.

In order to help the students to collect information for their writing, the researcher had prepared visual media in the form of slide presentation and video. Those visual media would give some information related to the topic. The students could use the materials from the visual media, or they could also search for additional materials from another source. To enrich the students’ reference about Asian Elephant, the researcher allowed the students to get information from any sources. They could take the

information from the books, encyclopedia, journals, magazine, or from the internet. They could use any kind of device to support the search such as phones, laptop, or the library's computer. The students were also allowed to use all the books in the library to support their writing. The school library had so many reference books and encyclopedias for the students to read.



Figure 15. Books in the School Library

The researcher also prepared a slide presentation to give more information related to Asian Elephant. In the slide presentation, there were many images of Asian Elephant in their natural habitat. Along with each image, there were some references or information. The researcher would explain each image one by one. The first image showed three Asian elephants which were eating the grass. The information stated below the picture was “big body, wide ears, dark grey to brown color, thick and

wrinkled skin, a trunk, a single fingerlike feature, living in forest with scrub area, between 6.6 to 9.8 feet”. That information related to the physical characteristics of Asian elephant. The second image showed a female Asian elephant with its cub. The information stated below the picture was “mammals, eat mostly plants, the fingerlike feature for grabbing things, using their ears to cool themselves”. Those information related to the type of animal and some special characteristics of Asian elephant. The third image showed a geographical map. The information listed below the picture was “Bangladesh, Bhutan, China, India, Indonesia, Kampuchea, Laos, Malaysia, Myanmar, Nepal, Sri Lanka, Thailand, and Vietnam”. That information related to the living domain of Asian elephant. The fourth image showed a female Asian elephant followed by its cub. The information stated below the picture explaining about the weight and breeding time of female Asian elephant.



Figure 16. The Visual Media

The fifth image showed a male Asian elephant. The information stated below the picture also talked about the weight, food preference, and special behaviors of male Asian elephant. It listed there as “*11,000 pounds, tusks, living alone or in small groups, having contact with females for mating and feeding only*”. The sixth image showed an Asian elephant bursting water to its body. The information stated below the picture was “enjoying showering by sucking water and spraying it over their body, using the trunk for drinking by sucking water and spraying it into its mouth”. The seventh image showed two Asian elephants fighting each other with their sharp tusk. The information stated below the image was “digging roots and water, stripping bark from trees, and even fighting each other”. That information related to the use of Asian elephant’s tusks in several purposes.

The next three images would be about the cause of Asian elephant extinction. The seventh image showed many tree logs on the forest’s floor. The information stated below the image was “cause of extinction: deforestation, illegal logging”. It related to the cause of Asian elephant’s extinction. The eight image was still about the cause of extinction. It showed an image of tobacco farm. The information stated below the image was “plantation”. The last image was another cause of extinction. This time it showed a dead Asian elephant with two men nearby. One of the men brought a gun. The information listed below the image was “*ivory hunting, poaching*”.

After each image shown in the slide, the researcher had a brief discussion about the image and the information within. It was necessary in order to build the students' understanding to be better. Next, the researcher told the students that they were going to see some videos. The students were seemed really surprised and excited. They seldom got a video watching in their regular English lesson. It was the first time for them to see such kind of video, especially in the writing lesson. The researcher had provided three videos for the students to watch. The first video would show the general overview about Asian elephants. The second video would show the special characteristics of Asian elephant related to water. Meanwhile, the third video would show the eating behavior and food preference of Asian elephant. Using the slide presentation and the room speakers, the researcher played each video and the students were enjoyed their watching. While watching the video, the students were allowed to take some notes.



Figure 17. The Visual Media (Video)

After the students watched the three videos, the researcher gave a trivia question for them. The question was “Can elephant swim?” The researcher gave the students some time to think and discuss about the questions. Some students said that the elephant could swim, but some others were not quite sure about the ability of elephant to swim. In order to show the answer, the researcher has prepared another video that would show the right answer. The students were very enthusiastic to see the answer. The researcher played the video and all students could see that elephants could swim. From the video, the students could watch some elephants swimming across a lake. They were not drowned although they were heavy and had a big body. In fact, elephant was good swimmer. They could swim in any kind of place such as river, lake, or even in the ocean. The students were very surprised about the fact. They previously thought that it was impossible for elephants to swim. But now they were ensured that elephants could actually swim in the water.

Now, it was the time for the students to write. The researcher asked the students to write a simple report text about Asian elephant. They could use any information that they got from the materials in visual media. They could also use additional information from other sources such as books or encyclopedias. In order to help the students to get information for their writing, the researcher had prepared visual media in the form of animal profile. It was the same with the animal profile that they learnt in JCoT

session. The students had been familiar about it so that would be very helpful to support their process of writing.

The researcher gave each student a writing sheet. The students would use the sheet to write their report text. Before they started, the researcher reminded the students about the use of present tense in report text. He also reminded the students about appropriate writing mechanics. This writing task would be the final task for the students. Their writing product in this task would be scored using a writing rubric. In order to assess the students' writing product, there were five points of scoring. Each point would score specific aspect in the students' writing. Those five points of scoring were content (C), grammar (G), vocabulary (V), mechanics (M), and organization (O). The content related to the information stated in the students' writing. The content of good writing product should be in line with the topic, in this case about Asian elephant. All information stated in the writing must relate to Asian elephant. The grammar point related to the use of present tense. A good writing product should have no or only few mistakes in grammar. The vocabulary related to the words or phrases that the students used in their writing. Their words in the writing reflected their understanding about the topic. By using more words, it meant that the students had much information. It also reflected their efforts in collecting facts to be used in their writing. The mechanics related to the ability of the students to write in appropriate writing mechanics. In the standard writing, a text should have correct punctuations, capitalization, indentation, and

spelling so that the text became readable. They were not just aimed to beautify the text, but also ease the reader to grasp the idea in each sentence in the text. A text that was badly written could confuse the readers and make them unwilling to read it. The organization related to the arrangement of idea between paragraphs in the text. A good arrangement of idea made the text becoming easier for the readers to read. They could easily follow the writer's point of view so that they could finally reach the same conclusion.

During the students were composing their writing, the researcher provided some supports to help the students' learning better. He did not give a direct help, but a kind of stimulus to encourage the students to know their own fault so that they could improve it individually. It was essential so that the students could produce a simple report text by themselves. That was the objective of the lesson that the students must accomplish at the end. The researcher moved around the class to check the students' draft. He sometimes gave useful comments or suggestions for the students about their writing. He also reminded the students about important points that the students should consider in their writing. He allowed the students to get unlimited access to anything that might help in their writing process, but he prohibited the students to do a direct copy. He wanted the students' writing product would be as original as possible. He encouraged the students to use dictionary more often. He also motivated the students so that the final product of their writing would be the best.

6. Reflection

After the third meeting, the researcher did a reflection to evaluate the implementation of actions in this second cycle. In order to do that, the researcher did a discussion with the other research members (the English teacher and the collaborator) about the results of actions in this second cycle. He would like to see the effect of using visual media towards the five major points of improvement in this research. The discussion about them would be presented in the following sections.

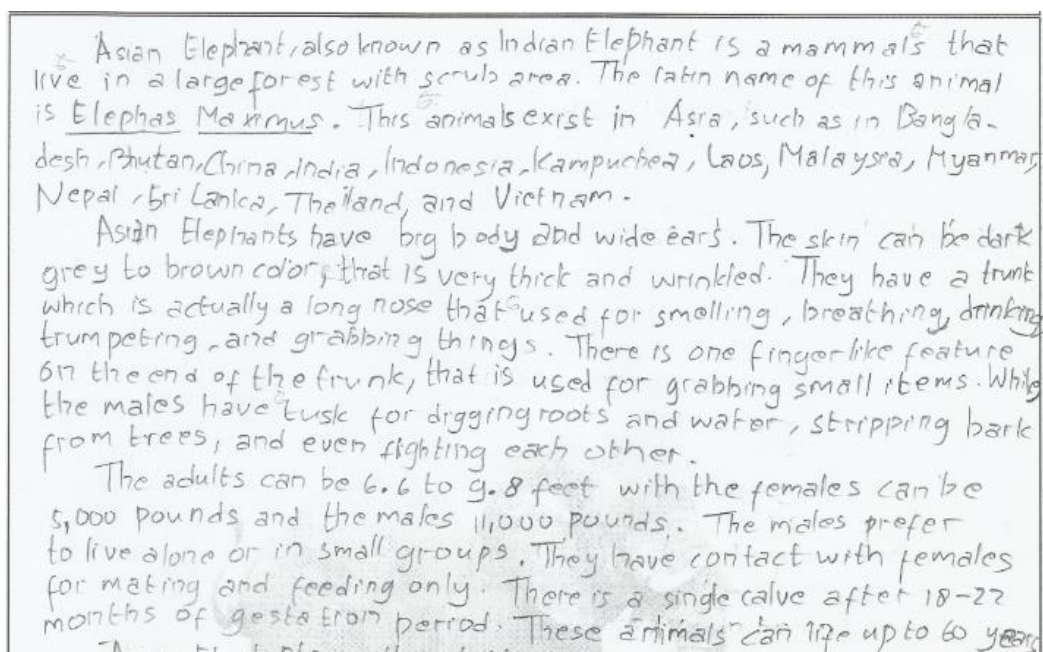
f. The Grammar Point

The objective of grammar point for the second cycle was to teach about present tense. In this cycle, the researcher used a visual worksheet to train the students about the use of present tense. Before the students got the worksheet in MoT (*Modelling of Text*) session, the researcher had given some explanation about present tense. He outlined the type of present tense and its structure so that the students could learn the difference between simple present, present continuous, and present perfect. He gave examples for each type and asked the students to give their own example.

The visual worksheet was also designed to help the students understand present tense easily. It started from a simple task that the students could do and moved to some advanced tasks. The difficulty of the task would increase but the students were still capable in doing it. The researcher had highlighted the verbs in the input text given. The students could learn the use of present tense in a report text from there. The use of

worksheet during the MoT (*Modelling of Text*) session was also useful to train the students' understanding about present tense. Most students could answer the task correctly without much difficulties. They could also select the appropriate verbs to be used in the sentence.

The students' improvements in understanding present tense could also be seen in the students' writing product. Most of them had few mistakes in grammar point. Below was the one example of final writing products in XI IPS 1 class.



The Student's writing Product – Appendix H

From the example above, it could be seen that the student had been able to identify and use present tense verbs correctly. She could recognize the subject of the sentence and use the corresponding present tense verb appropriately. They could differentiate between singular and plural nouns

so that they could decide whether she must use singular or plural verbs. She could make active sentence and passive sentence correctly. Overall, her understanding of present tense in report text was good.

The average score of grammar point for XI IPS 1 class in their final writing of report text was 17,22. It could be concluded that they had already good understanding about present tense from the grammar tasks in the visual worksheet. Thus, the use of visual media (in the form of visual worksheet) in this second cycle was successfully helping the students to learn grammar, in this case the use of present tense in report text.

g. The Vocabulary Mastery

In order to add the students' vocabulary range about animals, the researcher used visual media in the form of slide presentation and video. The researcher gave two model texts for the students to read.

From those model texts, there were so many words, phrases, or terms that could be learn by the students. From the first input text entitled Bornean Orangutans, the students could enrich their noun, verb, and adjective words in the topic of animal. Some nouns that the students could learn from this text such as "*rainforest*", "*continent*", "*ape*", "*humid jungle*", "*gestation period*", "*trappers*", "*habitat*", "*population*", "*logging*", "*mining*", and many others. There were some verbs that the students could learn from the text such as "*to move*", "*to mate*", "*to track*", "*to grab*", "*to obtain*", "*to hold*", and many others. Some adjective words

could also be found in this text such as “*large*”, “*young*”, “*legal*”, “*weak*”, “*short*”, and many others.

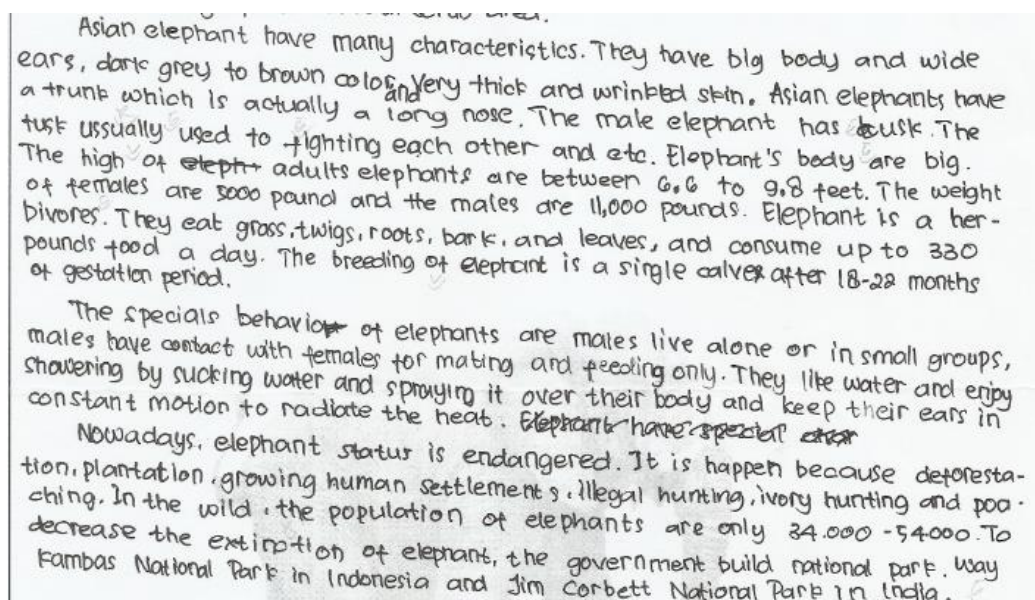


Figure 18. The Second Model Text

From the second model text, the students could learn some new words related to Giant Panda. Some nouns that the students could learn such as “*vision*”, “*jaws*”, “*predators*”, “*tunnels*”, “*mammals*”, “*territory*”, “*cubs*”, and “*glands*”. Some verbs that the students could learn such as “*to crush*”, “*depend on*”, “*develop*”, “*protect*”, and many others. Some adjectives that the students could learn such as “*tough*”, “*hairless*”, “*blind*”, “*central*”, “*rare*”, and many others. The students could also learn some adverbs such as “*extremely*”, “*mainly*”, “*silently*”, “*quickly*”, “*mostly*”, “*heavily*”, and

“legally”. They could also learn some new technical terms such as “predators”, “mammals”, “conservation”, and “poaching”.

All of materials given (the input texts and visual media) had provided the students a lot of words that could be used in their writing. One example of the students’ final writing product would show the range of vocabulary in their writing.



The Student's writing Product – Appendix H

From the example above, it could be seen that the students had used many words or phrases related to Asian Elephant correctly. He could elaborate the characteristics of Asian elephant with some terms such as “very thick and wrinkled skin”. He also had known some of register in the topic of animal such as “herbivores” and “gestation period”. The most important point was that he could use all the words appropriately to

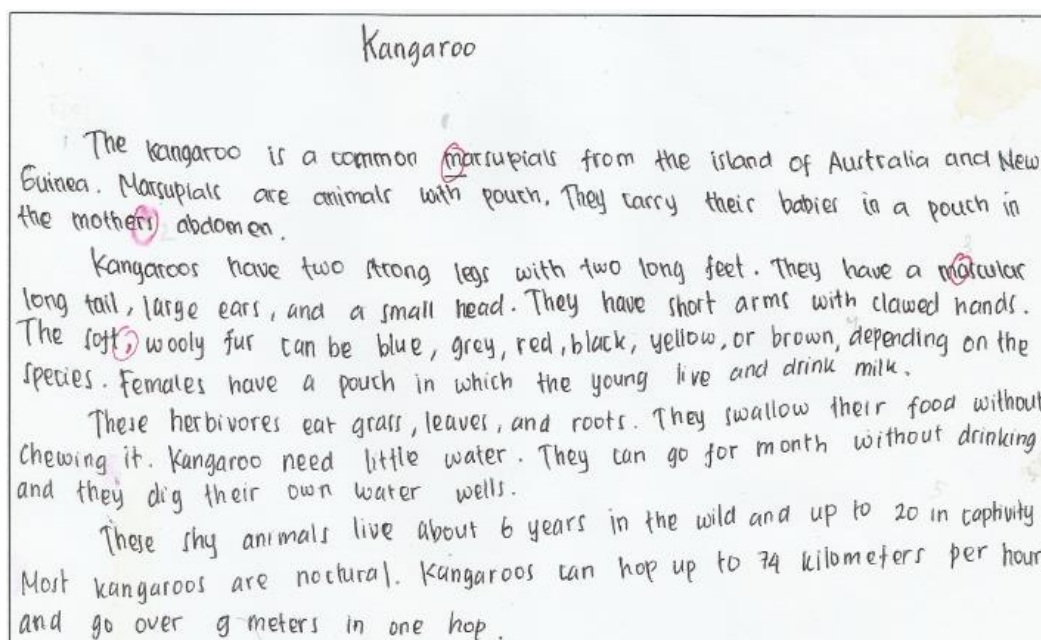
describe Asian Elephants. He even added some information related to the special characteristics and behavior using his own words.

The average score of vocabulary aspect for XI IPS 1 class in their final writing of report text was 17,72. This score showed that the students had wide ranges of vocabulary in the topic of animal, especially Asian Elephants. Moreover, they could use their vocabulary appropriately in their writing. Thus, the use of visual media (in the form of visual input texts, slide presentations, and videos) in this second cycle was successfully helping the students to enrich their vocabulary about the topic of the lesson. So, the students could use many words and provide more information in their writing.

h. Writing mechanics

In the lesson, the researcher used a rewriting task during the JCoT (*Joint Construction of Text*) session in order to train the students about writing mechanics. In the task, the students were required to rewrite a simple report text entitled “Kangaroo” using appropriate writing mechanics. Some points in writing mechanics that the students should consider were about the use of indentation, capitalization, spelling, and punctuations in the text. The researcher had given the material about the definitions and explanations about those points in the previous research cycle. The students also had already trained about the use of appropriate writing mechanics in the previous cycle. Thus, they would not encounter

many problems in doing this task because it had been familiar to them. Moreover, this task was quite simple and feasible to be done. One example of the students' work below would show the students' understanding about appropriate writing mechanics.



The Student's writing Product – Appendix H

From the writing example above, it could be seen that the student had already had good understanding about appropriate writing mechanics. She could appropriately write the title of the text. She could appropriately put the punctuations so that each sentence could have a meaning. She knew the difference between comma and full-stop and understood the correct place to put them. She showed her understanding of capitalization correctly by using capital letter in the first word of the sentence. She also used the capital letter for certain important words such as the name of place

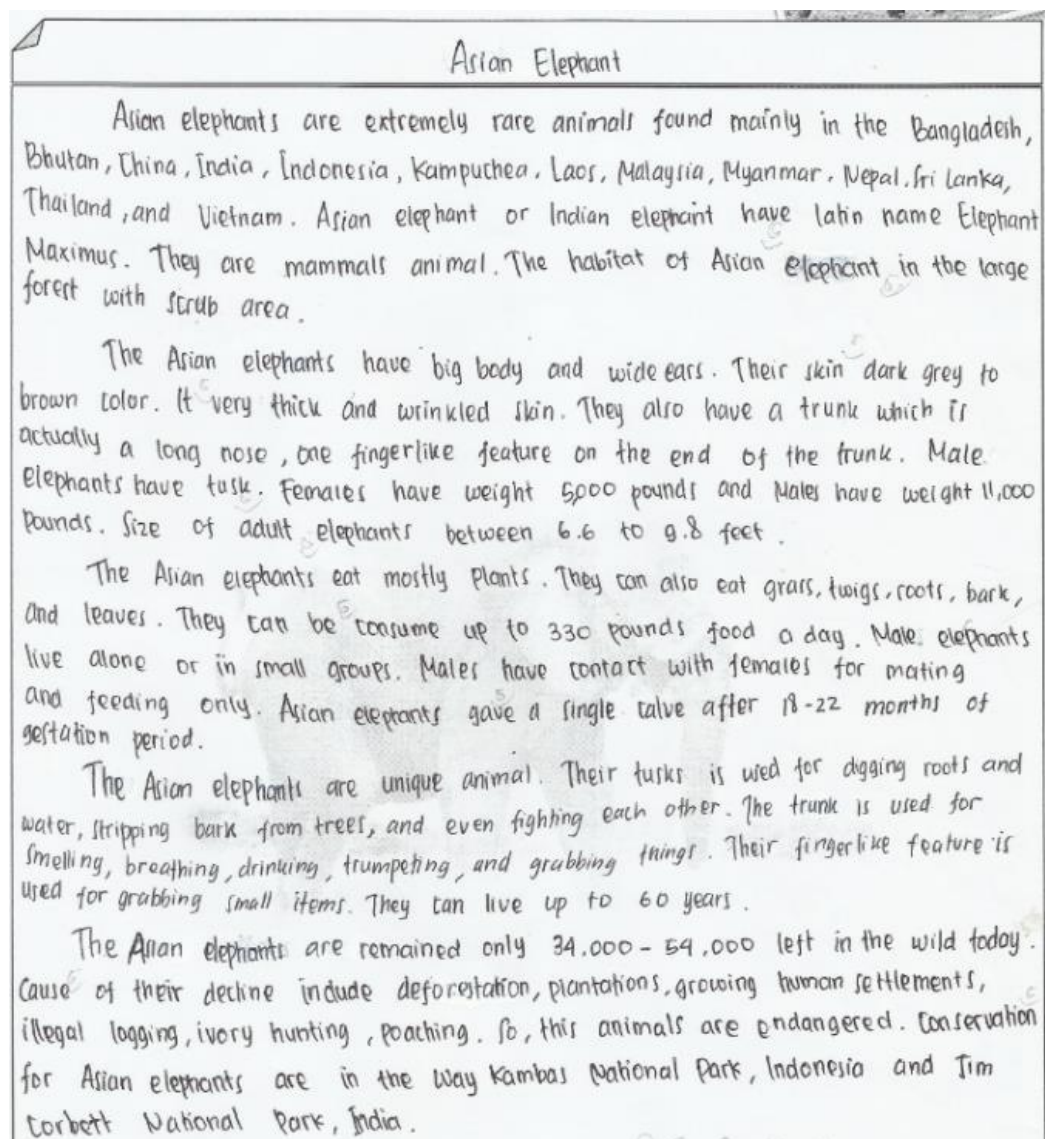
(*“Australia”* and *“New Guinea”*). Related to the text layout, she had used the appropriate indentation for each paragraph in her writing appropriately. Overall, she could do the task very well with only three mistakes.

The average score of writing mechanics for XI IPS 1 class in their final writing of report text was 16,62. This score showed that the students of this class had understood about appropriate writing mechanics. They were able to do the task appropriately with only some minor mistakes. Thus, it can be concluded that the use of rewriting task in this second cycle was successfully helping the students to have better understanding in the appropriate writing mechanics.

i. Text Type Features

In this second cycle, the students were required to learn about report text. Before they were able to make a report text by themselves, they had to know the features of report text at first. The features of report text that the students should learn were grammatical and language features. In addition, they should also learn about the generic structure of report text. In order to help them learning those features, the researcher used visual media in the form of slide presentation. Using the visual media, the researcher explained all materials related to the features of report text in detail. He ensured the student could follow the materials presented in the visual media easily. Along with the use of visual media, the researcher also carefully chose the model texts that the students should read. Using the

slide presentation, the researcher presented the model texts to be discussed with the students. Thus, the students could identify the features of report text inside the model text by their own understanding. One example of the students' writing product was presented below. It gave an outline in how the students understood about the features of report text.



The Student's writing Product – Appendix H

From the example of the student's writing product above, it could be seen that the student had understood the features of report text quite well. Starting from the grammatical features, he could use the present tense appropriately in his sentences such in the sentence "*The Asian Elephants eat mostly plants*" and "*The Asian Elephants are unique animals*". He mostly used general nouns instead of proper nouns such as "*Asian elephants*", "*animals*", and "*human settlements*". He used relative verbs to describe about the characteristics of Asian elephants. He also used action verbs to describe Asian elephants' behavior. Related to the language features, he could use some suitable technical terms such as "*calve*", "*tusks*", and "*ivory*". Related to the generic structure of report text, his writing had followed the generic structure of report text appropriately. His first paragraph outlined Asian elephants in general. In the second paragraph he outlined the physical characteristics of Asian elephants. In the third paragraph, he outlined about the food preference of Asian elephants. His fourth paragraph showed the descriptions of Asian elephants' tusks. The rest of his paragraph outlined the special characteristics or behaviors of Asian elephants in detail. Overall, he could write a simple report text that followed the rule of report text features appropriately.

In the scoring aspect, Organization (O) scored the students' understanding in organizing their sentences and paragraphs in their writing product. It was closely related to the text type features. The average score

of organization aspect for XI IPS 1 class in their final writing of report text was 17,82. This score showed that the students of this class had good understanding in organizing their sentences or paragraphs to suit the rule of report text features. Most of them had been able to follow the generic structure of report text (Orientation and Descriptions) in their writing. Thus, it can be concluded that the use of visual media in the form of slide presentation and the use of appropriate model texts in this second cycle was successfully helping the students to have better understanding in the features of report text.

j. Lesson Engagement

In this cycle, the researcher had maximized the use of visual media in each stages of the lesson in order to engage the students into the lesson. He used several different types of visual media such as slide presentations, static pictures, videos, visual worksheets, and visual organizers. Those visual media were hoped to make the lesson more interesting and motivating to the students. They could also ease and help the students to follow and understand the materials quickly and comprehensively.

There were some responses that the researcher founded during the teaching and learning process. First, the students' attention was increased. They looked so serious to see the materials presented in the front of the class. They also listened his explanations with a great enthusiasm. Second, the students became more active. During the JCoT session, the students

were very passionate in doing the game. They felt unstressed about the activity and were happy to do it. Third, the students' motivation was improved. The use of visual media eased their efforts in understanding the materials. Thus, the students felt more motivated to learn more. It could be seen in the following with the students.

Overall, there were some improvements occurred in the students' lesson engagement during the lesson. They were happier in the classroom. They also enjoyed their learning. They became more active in doing the tasks and activities that the researcher gave. The students also had good behaviors during the teaching and learning process. Their attention and motivation were improved as well. Thus, it could be concluded that the use of visual media in this second cycle could successfully improve the students' lesson engagement.

D. Report of Cycle III

7. Planning

After implementing some actions related to the use of visual media in the teaching and learning process of writing in XI IPS 1 class, the researcher had got many positive results and feedbacks from the previous two research cycles. However, at the end of the second cycle, there were some aspects of improvement that could still be maximized their potential effects. Those aspects were related to the use of visual media. In addition, there was still one text type that the students should learn in their first semester. Thus, the researcher believed that the third cycle of this research should be conducted in order to maximize the potential use of visual media. Moreover, the researcher also wanted to help the students mastering all the required materials about text type in their first semester.

The researcher contacted the English teacher of XI IPS 1 to ask for opinion about the third cycle. She fully agreed and supported the researcher to conduct the third cycle. Thus, the researcher made a discussion with the other research members (the English teacher and the collaborator) in order to select and compose the plans for the third cycle. In the discussion, the researcher with the other research members reviewed the results of reflection in the second cycle. Those reflections would be the bases for the researcher to make plans for the third cycle. Some evaluations and changes were made in order to get the best plans of action for the third cycle. All the successful actions in the second cycle

would be applied again in this cycle, while the less successful actions were improved so that they could eventually bring some positive results.

According to the curriculum, the third text type that the students should master in the first semester was analytical exposition text. Therefore, all plans in this third cycle would be aimed at making the students understand about analytical exposition text features comprehensively. Their comprehension would enable them to create a simple analytical exposition text at the end of the lesson. In order to do so, they would be required to know the purpose of analytical exposition texts along with all the features inside such as the grammatical features and the language features. They should also learn about the generic structure of analytical exposition text so that they could write a simple analytical exposition text in the correct order.

The researcher also made some discussion with the other research members about the topic or theme for this third cycle. After doing some selection process and taking some considerations, the researcher finally chose the topic or the theme of the lesson would be about “*School and Social Life*”. That topic was chosen because of several reasons. First, it was close to the students’ life, especially for XI IPS 1 students who learnt Social Sciences. Second, the researcher believed that the topic had been already familiar for the students so that they would not have so much difficulties in understanding the materials. Third, it was chosen in order to raise the students’ awareness about their surrounding environment. By learning the school and social life, the students were expected to get many useful information that could change their

perspectives or even their attitudes into a better way when they were in the school or in the social situation. Fourth, most texts about analytical exposition usually raised some issues in school and social life. Therefore, it would be easier to find the model texts and materials for the lesson.

As stated in the previous discussion, the general improvements of this research were based on five aspects. Those were in the grammar point, the vocabulary mastery, writing mechanics, text type features, and lesson engagement. Thus, in line with the previous two cycles, all plans would be broken down specifically into those five aspects. The use of visual media would be focused in helping the students achieved improvements in those five aspect. In order to do so, the visual media would be maximized into each stage of the lesson if possible.

In this third cycle, the researcher would still use the school library to conduct the teaching and learning process. This decision was taken because of some considerations. First, the original classroom of XI IPS 1 still could not support the implementation of visual media such as slide presentations or videos. Thus, it would limit the researcher to present the materials and the students to understand the materials better. Second, the school library fully supported the implementation of visual media. The library room and facilities were also adequate and spacious enough for all students of XI IPS 1. There were also many reference books and sources that could help the students in their learning process. The complete explanations of plan in this third cycle were presented in the following discussions.

k. The Grammar Point

In this third cycle, the students were required to learn about analytical exposition text. In general, a simple analytical exposition text mainly used present tense in its content. It was the same with the grammar point in the previous report text type. Each sentence in the analytical exposition text used present tense because it was discussing about current situation and opinions. Thus, the focus plans of grammar point in this third cycle would be helping the students to understand about the use of present tense in the analytical exposition text.

In order to improve the students' understanding of present tense, the researcher had prepared some materials and information related to the use of present tense inside an analytical exposition text. Same with the materials in the previous cycle, the researcher used visual media such as slide presentations and visual worksheets. The researcher planned to use those media in the MoT (*Modelling of Text*), and JCoT (*Joint Construction of Text*) session.

During the lesson, the students were required to learn about the type of present tense (simple, continuous, or perfect), the structure of present tense, and the verbs used in present tense. The students needed to learn and understand the structure of present tense so that they could use it when they were composing their analytical exposition text. They should also learn about the verbs used in present tense such as V1 (*infinitive*) and modals (*can, have, must, should, will, etc.*). They should also know about

the types of present tense such as simple present tense, present continuous tense, and present perfect tense. They might not use all of them in their analytical exposition writing but they should have the understanding of each type's structure and its usage appropriately. If the students had learnt and understood all of them, they were hoped to be able to produce a simple analytical exposition text with appropriate grammar by themselves. In addition, they were also required to learn about the use of transitional words. Those transitional words were essential because analytical texts usually contained several different paragraphs that contained opinions in a sequence. Thus, in order to jump between each opinion to another, the students needed those transitional words to make their points or ideas becoming clearer.

Based on the reflection in the first and second cycle, the use of visual worksheet in improving the students' understanding about grammar brought positive results. Thus, the same technique would be applied again in this third cycle with some minor modifications to suit the condition. The students of XI IPS 1 would be given a visual worksheet that contained some grammar tasks related to the use of present tense. In the worksheet, the students could learn and identify the use of present tense in various sentences. A task related to the use of V1 (*infinitive*) was also given to add the students' understanding about present tense. Along with the use of worksheet, visual media in the form of slide presentations were also used by the researcher to explain the grammar materials easily.

The use of visual media in the form of worksheet to improve the students' understanding about grammar would be done in the MoT (*Modelling of the Text*) session. In this session, the students were given some model analytical exposition texts to read. After they had read the texts given, they were asked to identify the verbs inside them. From the identification process, the students could see the use of V1 (*infinitive*) in an analytical exposition text. In this activity, the students would do the task individually or in pair depending on the classroom situation that might happen.

1. The Vocabulary Mastery

The second aspect of improvement in this third cycle was in the students' vocabulary mastery. The vocabulary mastery was essential in the writing skill because vocabulary became the building blocks to make sentences in the writing. The more vocabulary the students had, the more sentences they would produce, and vice versa.

The topic of the lesson in this third cycle was about “*School and Social Life*”. Thus, the range of vocabulary that the students should learn would be about words, phrases, or terms related to school or social life. In order to improve the students' vocabulary mastery in the first and second cycle, the researcher used several reading inputs as model texts for the student to read. The researcher would also use visual media in the form of slide presentation to present the text in front of the class. The same technique

would be applied in this third cycle with some modifications. The visual media used in this third cycle were in the form of still pictures and slide presentations. The model text given for the students to read would also be filled with visual media so that they could enjoy their reading.

In the lesson, the plans of improving the students' vocabulary mastery would be done in the BKoF (*Building Knowledge of Field*) and MoT (*Modelling of the Text*) session. Right after the students read the model texts, the researcher would encourage the students to explore and identify the common words or phrases used in the model texts given. Categorizing, listing, and translating were also done in order to get the detail and meaning of the words. When the students understood the meaning of the words, they could easily grasp the content of the model text given. They could better comprehend the model texts. They could also use the words in the model texts for their product of writing.

In order to ease the students getting the meaning of the difficult words, the researcher would allow the students to use any kind of resources. They could use the manual dictionary, electronic dictionary, digital dictionary in their phones or laptops, and even they could search the meaning in the internet using their laptop. They could also use the computer in the library to search for the words' meaning if necessary. The researcher also encouraged the students to guess the meaning of the word based on its context in the sentence. Thus, the students could learn better and easier during the lesson.

m. Writing Mechanics

As stated in the previous discussion, English writing mechanics consisted of several aspects such as capitalization, indentation, punctuation, text layout, and spelling. Most students might see them rather unimportant to be learnt. Actually, they were really necessary in the writing skill. If the students could understand the proper writing mechanics, they could organize the sentences appropriately so that the ideas could be gained easily by the reader. Using the proper writing mechanics, the students could make their writing to be readable for the reader. Thus, the understanding about writing mechanics was necessary to be taught in a writing lesson and the students should know and learn about them.

In the two previous research cycles, the researcher had explained the definitions and the usage of each punctuation in English. A rewriting task was also given in order to train the students' understanding about the use of correct punctuations. In this third cycle, the same technique would be applied to maintain the students' understanding and awareness of appropriate writing mechanics. A rewriting task would be given in the JCoT (*Joint Construction of Text*) session. However, some modifications were made to increase the level of difficulty for the students. Instead of just rewrite the text with appropriate punctuations, indentation, capitalization, and spelling, the students also had to choose the appropriate verb in each sentence of the text.

n. Text Type Features

In this third cycle, the students would deal with the analytical exposition text. In order to be able to write the analytical exposition text in ICoT (*Independent Construction of Text*) session, the students should learn and understand about the features of analytical exposition text. They should know the purpose, the generic structure, the language features, and the grammatical features of analytical exposition text. They should also learn to differentiate between analytical exposition text and hortatory exposition text. Their understanding about the features of analytical exposition text would ensure them to make a correct writing product.

In order to help the students learn those features easily, the researcher planned to use visual media in the form of slide presentation. The slide presentation was chosen because its feasibility and effectiveness in delivering the teaching materials about the features of analytical exposition text. Within the slide presentation, the researcher inserted some visual materials such as pictures and animations so that the materials were looked more interesting for the students. Moreover, the use of slide presentation would enable all students to focus on the materials. The students could also see the materials clearly and easily from any location in the classroom. In addition, they could follow the researcher's explanation in the same time.

The use of slide presentation to improve the students' understanding about the features of analytical exposition text would be applied in the BKoF (*Building Knowledge of Field*) and MoT (*Modelling of Text*)

session. In the BKoF (*Building Knowledge of Field*) session, the slide presentation would be used to introduce the students to the purpose of analytical exposition text. It was also used to build the students' schemata about the topic of "*School and Social Life*". In the MoT (*Modelling of Text*) session, the slide presentation was used to identify and explore the model texts given. The researcher would guide the students to explore all features in the model texts one by one starting from the language feature, grammatical feature, to the generic structure. The process of explanation and identification of each feature mentioned would be clearer and faster with the use of slide presentation. In addition, the researcher had also provided a visual organizer in JCoT (*Joint Construction of Text*) session to ease the students' understanding about the generic structure of analytical exposition text. This visual organizer would guide the students to compose their analytical exposition writing from the title to the conclusion.

o. Lesson Engagement

The last aspect of improvement in this third cycle would be the students' lesson engagement. In order to engage the students into the lesson, the researcher would use visual media as the main tools to deliver the materials in the lesson. Along with the use of visual media, the researcher also planned to build more connections to the students by strengthening the good rapport between the researcher and the students in the teaching and learning process. The researcher would try to break the

gap between him and the students. It would open the possibility for the students to build closer interaction with the researcher during the teaching and learning process. Various materials, activities, and visual media were also used in order to minimize the students' boredom and increase their attention and motivation.

The researcher planned to do some ways to improve the students' lesson engagement in each stage of the teaching. In the BKoF (*Building Knowledge of Field*) session, the researcher would try to build good rapport and recall the students' schemata by using interesting visual media. In the MoT (*Modelling of Text*) session, the researcher would guide the students to explore and identify the model texts given using visual media. In the JCoT (*Joint Construction of Text*) session, the researcher would help the students to construct their first draft of analytical exposition text using the visual organizer. Last in the ICoT (*Independent Construction of Text*) session, the researcher would provide some interesting topic for students to be chosen as materials for their analytical exposition writing.

In the lesson, the researcher would also maximize his roles as a teacher to collaboratively help and support the students to engage in the lesson in a better way. During the process of students' writing, the researcher would also give them some suggestions or comments to improve the students' learning. Some feedbacks such as praises or compliments were also given to motivate the students. With them, they would feel that their efforts were acknowledged.

8. Actions and Observations

The implementations of action in this third cycle consisted of three meetings. They were on Wednesday 26th September, Thursday 27th September, and Monday 1st October. The researcher would use Genre-Based teaching method to deliver the teaching in XI IPS 1 class. This method was chosen in order to help the students understanding the analytical exposition text better. It enabled the students to identify, construct, and produce the text type through several supportive activities. At the end, the students could individually produce the text type correctly. It mainly consisted of five stages of teaching. They were BKoF (*Building Knowledge of Field*), MoT (*Modelling of Text*), JCoT (*Joint Construction of Text*), ICoT (*Independent Construction of Text*), and LtRT (*Linking to Related Text*). However, there were only four main stages that were commonly used in the regular classroom. They were BKoF, MoT, JCoT, and ICoT.

In the lesson, the researcher would be the teacher that delivered the writing lesson. Meanwhile, the other research members (the English teacher and the collaborator) would also help the researcher as observers. During the lesson, they would collect and record anything that happened during the teaching and learning process of writing in XI IPS 1 class. Besides doing some observations, they would also collect some documentations such as photographs and videos in order to support the research data. Those documentation would be useful to see the students' response or improvements. The discussion of actions in this third cycle would be further explained in the following sections.

i. Building Knowledge of Field (BKoF)

The first stage in Genre-based teaching method was BKoF (*Building Knowledge of Field*). In this stage the researcher would try to recall the students' schemata related to the topic of the lesson, in this case it was about school and social life. In order to explore that topic, the researcher had prepared visual media in the form of slide presentations to recall the students' background knowledge and their opinions about school and social life.

The researcher started the classroom by greeting all the students. English was the first subject to learn for that day, so the researcher led the prayer. After that, he asked the students condition. He even made a closer question to some students related to their particular condition. After that, he checked the students' attendance. He called the name of the students one by one without using the attendance list. This approach was used to build a good rapport between the researcher and the students because having a good impression or connection was essential to give positive learning environment in the classroom.

In order to build information about school and social life, the researcher started the lesson by showing the students some pictures of activity that were happened in the school or in the social life. The first picture was about the school life. The image showed an activity where some students were trying to escape from their school by jumping out the school's wall. This phenomenon was very common nowadays. Many

students likely did the truant when they had a chance. The researcher asked the students about the activity. Most students did not know the English word for it, they just knew it as “*Mbolos*”. The researcher then showed the English term for it on the top slide, “*Truant*”. After showing the picture of truant behavior, the researcher asked the students about their opinion related to the phenomenon in the picture. Some students gave opinions that the truant behavior was bad and should not be done by the students. The researcher praised the students that gave the opinions. Next, the researcher showed another picture beside the first picture. The image showed an activity where some students were learning in the classroom. It was so contrast with the first picture before. The researcher asked the students about their opinion related to the second picture. Most students agreed that the second picture was good behavior and should be done by the students in the school. The researcher praised the students’ opinions.



Figure 19. The Visual Media

The researcher then emphasized the difference between each picture. Those pictures were contrast each other. The first picture showed a bad behavior while the other one showed a good behavior. The researcher also emphasized the contrast effect by using different color tone for the pictures on the slide. The first picture was colored in a dull grayscale tone while the second picture was presented in a rich colorful tone. It gave the sense of appropriateness for the students when they were seeing those pictures. The researcher then made some explanations about those two pictures. He also related them with the current condition in the school. He also highlighted some recent news about the truant behavior in the school and warned the students to avoid that behavior.

After having a discussion related to the phenomenon in the first picture, the researcher showed the second slide. The first picture on the second slide showed a male students that was being intimidated by other male students. The researcher asked the students about the name of that behavior. The students could easily make a guess that it was bullying behavior. The researcher praised the students about their answer. Nowadays, the bullying behavior was so common in the school, especially among male students. Some boys who thought that they were powerful had the tendency to bully their friends who were less powerful. They did the bullying just to get some attention or some possessions such as money or food. The researcher asked the students about their opinion related to the picture. Some students said that the bullying was a very bad behavior and

should not exist in the school. The researcher gave a compliment to the students who wanted to give their opinions. He then showed the second picture on the slide. It was a picture of some happy students who took a group photo. The students gave a positive response toward the second photo. They thought that all students in the school should do the same way. In this picture, the researcher emphasized the friendship and togetherness as the core foundation in the school life.

The third slide showed a picture of brawling behavior. To make a contrast, the researcher showed a picture of some students who were studying together in the school library next to the first picture. On this slide, the researcher would like to emphasize that the act of brawling was very unnecessary. Instead, the students could do a group study to have some fun and creative activity. The students agreed about that. They also gave some opinions about the brawling behavior.

The fourth slide showed a picture of some students who suffered from drugs at first. The researcher then showed the second picture to make a contrast. It was a picture of some male students who were playing a basketball in the school yard. The researcher then asked the students' opinions about those two pictures. The students said that consuming drugs was very bad for their health. Moreover, that activity was illegal and belonged to a crime. Those who were dare to do that would be arrested by the police and taken into the jail. Instead, playing some sports such as basketball could make the students to be healthier. It was also a fun activity

that most students liked. They even said that basketball was the most favorite sport in the school.

The fifth slide showed the habit of smoking. This habit was usually famous among male students. They sometimes related smoking with adulthood. Fortunately, all students in XI IPS 1 did not like that habit. The researcher praised the students' perspective about smoking. He also did not like smoking whatsoever. In order to make a contrast, the researcher showed a picture of a boy who was reading a book in the library. From those two pictures, the students could learn that it was better for them to have a good habit such as reading books rather than smoking.



Figure 20. The Visual Media

For the last slide, the researcher showed a picture of a female student who had pregnant. Most students were surprised to see the picture. In fact, it was a kind of shocking phenomenon that actually happened in the recent

society. There were some news in which a female student got pregnant because she could not control her behavior or involved with a bad relationship. She might also be influenced by the bad effects of modern society. In order to make a contrast, the researcher showed a picture of a student who got an award for her achievement. The researcher asked the students about their opinion towards those two pictures. Most students believed that their main duty was to study hard. By studying hard, they could get a brighter future. They should not have some kind of bad relationship that might lead them to do bad behaviors.

To sum up everything, the researcher showed all pictures (the good and the bad) from the previous slides on a single slide. There, the students could see the difference between each of those pictures. There was a tag below the pictures said "*The Life of Teenager*". The researcher then told the topic of the lesson would be about the school and social life.




Figure X. The Visual Worksheet

j. Modelling of Text (MoT)

In this stage of teaching, the researcher would like to explain the features of analytical exposition text to the students using some model texts. From those model texts, the students should learn about the language features, grammatical features, and the generic structure of analytical exposition text. For the first model text, the researcher gave the students a model analytical exposition text entitled “*The Government Should Provide Rehabilitation Programs for Drug Users*”. The researcher asked the students to read the text carefully. They also had to pay attention and identify some underlined words in the text. Those underlined words would be the bases for the next activity.

**The Government should Provide Rehabilitation Program
for Drug Users**



Drug users are actually ill people who need to be helped. Rehabilitation is one of the main things that they should get. Instead of punishing and stacking them in prisons which are getting full, the government should provide rehabilitation for them.

Most users are actually victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are actually helping them out of a trap, which they might accidentally step on. They then, can start a normal life again.

On the other hand, if we only arrest drug users and send them to jail it doesn't solve the problem because the drug users will still be addicts unless being properly treated. Jails will be filled up with drug users. Moreover, the users will still be users after released from prison. They then, will be arrested again.

By providing rehabilitating programs for drug users and forcing them to participate on the programs is way better than only arresting them and do nothing on their illness. Moreover, the prison will not be so full and packed up with users. Only drug dealers, traffickers, and wholesalers should be imprisoned instead.

(Source: Interlanguage Science and Social Study Program - Grade XI; image taken from blog.theaddictsguide.com)

Figure 21. The Model Text


After the students read the text, the researcher asked the students to identify the underlined words in the text. Those words were selected because they related to the topic of the lesson. The students were asked to search the meaning and definition of each word using any available resources that they had. They could use a manual dictionary, an electronic dictionary in their phone, searching in the internet, or using reference books provided in the library.

Then, the researcher presented all the underlined words on the slide presentation. The researcher checked the students' answer by using the slide presentation. All students could see the meaning of each word carefully from the slide. All the words or vocabulary learned for the students in this lesson were "*punishing*", "*stacking*", "*prisons*", "*victims*", "*peddlers*", "*trap*", "*arrest*", "*addicts*", "*treated*", "*jails*", "*released*", "*illness*", "*dealers*", "*traffickers*", "*wholesalers*", and "*imprisoned*". After the students had checked and known the meaning of each word from the slide presentation, the researcher asked them to reread the text again in order to get complete comprehension about the text.

For the next activity, the researcher gave the students a comprehension tasks. Using the slide presentation, the researcher showed six comprehension questions. Those questions were used to check the student' understanding about the content in the text given. Those six questions were: 1) Who are drug users?; 2) What should the government do to them?; 3) Why do they become addicted?; 4) What is the best way to cure them?;

5) Who is responsible for the case of drug usage?; 6) Do you agree or disagree with the writer? Why or why not?. The students were given fifteen minutes to do the task individually. After the students answered all the comprehension questions, the researcher checked the students' answer by having a classroom discussion.

Next, the researcher had prepared another task for the students to do. This time was a comprehension task in the form of "*True-False Statements*". Using the slide presentation, the researcher presented a table that contained six statements. Those statements were related to the model text given previously. The students were asked to state whether the statement was true or false based on the information in the text. They were giving ten minutes to do the task individually. At the end, the researcher discussed their answer by doing a classroom discussion. The students could follow the discussion from the slide presentation as well.



No.	Statements	True	False
1.	Imprisoning drug users doesn't help them to be better.	<input checked="" type="checkbox"/>	
2.	Drug users become healthier after taking the drugs.		<input checked="" type="checkbox"/>
3.	Drug users should not be kept in prisons.	<input checked="" type="checkbox"/>	
4.	Addicts of drug can be cured.	<input checked="" type="checkbox"/>	
5.	Drug users can't go back to the society.		<input checked="" type="checkbox"/>
6.	Drug dealers and peddlers are the victims.		<input checked="" type="checkbox"/>

Figure 22. True-False Statements

After that, the researcher wanted to explain more about the features of analytical exposition text. Rather than directly giving the students some explanations related to the features of analytical exposition text, the researcher asked the students about the purpose of analytical exposition text from the model text that they had. Some students made guesses and opinions. The researcher then showed the correct answer about the purpose of analytical exposition text using the slide presentation. On the slide, the students could see that the purpose of analytical exposition was to persuade the reader or listener that something is the case. The students must remember that information in order to be able to write a correct analytical exposition text at the end of the lesson.

The second feature that the students should learn was about the generic structure of analytical exposition text. The researcher asked the students to identify the content of each paragraphs in the model text given. They should decipher the main information stated in each paragraph in the text. The students made some opinions about the information stated in each paragraph. The researcher overviewed their answer by showing the right structure of analytical exposition text using the slide presentation. On the slide, the students could see and learn that an analytical exposition text usually consisted of three main structures. They were thesis, arguments, and reiteration. The thesis contained a brief topic about something that was being discussed in the text. The arguments contained some opinions from the writer related to something that was being discussed. Usually, a simple

analytical exposition text contained at least three paragraphs of arguments. Last, the reiteration contained the conclusion of the writer that supported his or her thesis in the beginning.

After the students learnt about the generic structure of analytical exposition text, they must learn about the grammatical features. The researcher asked the students to identify the verbs used in the model text. The students could easily recognize that most of the sentences in the model text used present tense. The researcher evaluated the students' answer by showing the correct answer on the slide presentation. There the students could see and learn that usually an analytical exposition text used present tense in its sentence. It could be a simple present, present continuous, or present perfect. For their final writing product, the students must use present tense in their sentences. They should be aware to use V1 (*infinitive*) or V1+s/es depending on the subject of the sentence.

Next, the students were expected to know the language features of analytical exposition text. Using the slide presentation, the researcher showed ten points of language features that commonly used in the analytical exposition text. Those ten points were general nouns, abstract nouns, technical words, relating verbs, action verbs, thinking verbs, modal verbs, modal adverbs, connectives, conjunctions, and evaluative languages. There were some examples given for each point mentioned on the slide. The researcher also asked the students to find the example for each point from the model text.

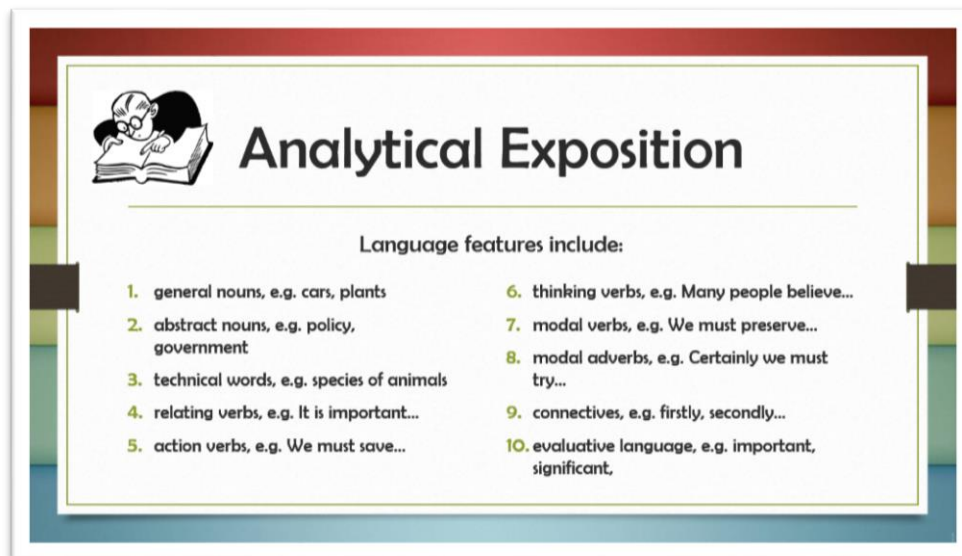


Figure X. Language Features of Analytical Exposition Text

In order to add more information related to the language features of analytical exposition text, the researcher also gave the materials about transitional words. The students should learn about transitional words because those words were usually used in an analytical exposition text. Using the slide presentation, the researcher showed a table of transitional words. On the slide, the table presented seven types of transitional words. They were addition, time, space, concession, example, result, and summary. For each of the types, there were some examples given such as Addition (*in addition, furthermore, moreover, besides, next, similarly, likewise*), Time (*after, before, then, first, secondly, afterwards*), Space (*above, under, below, over, around*), Concession (*although, even though, though, despite, in spite of, however*), Example (*for example, for instance, in other words, in particular*), Result (*as a result, because, since, so, due*

to), and Summary (*therefore, finally, thus, in conclusion*). Those transitional words were usually used to connect between sentences or between paragraphs in the analytical exposition text. The students should know and learn about them all. They should also understand to use those transitional words appropriately in their writing.

Later, the researcher presented the model text in full-view using the slide presentation. The students then were asked to identify the structure of each paragraph in the text based on the information stated in each paragraph in the text. In order to do that, the students had a classroom discussion to talk about the generic structure in the model text given. Because they had learnt the materials about it previously, they had no difficulties in identifying the generic structure in the model text given. Using the slide presentation, the researcher then showed the correct answer for each paragraph in the model text.

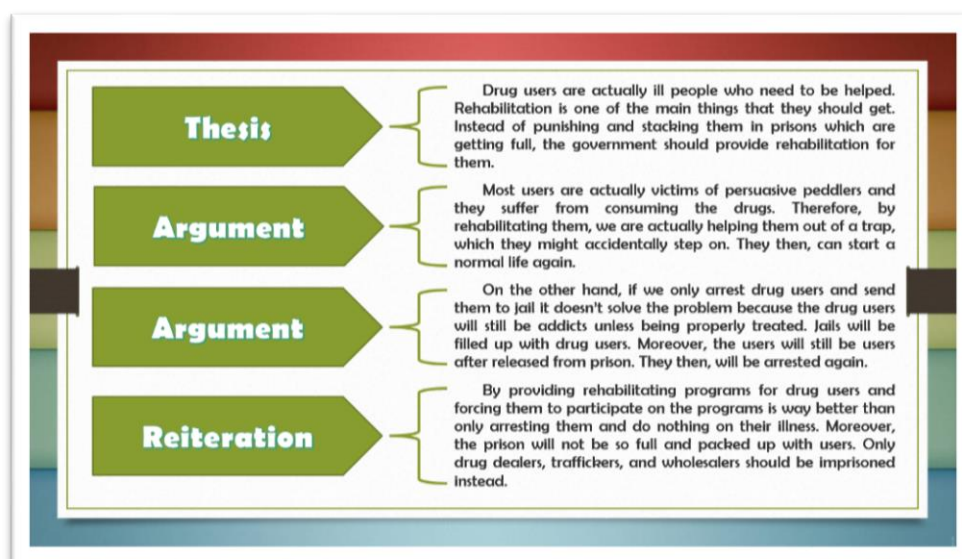


Figure 23. The Generic Structure of Analytical Exposition Text

As it could be seen on the slide, the first paragraph in the model text was the thesis. It contained the writer's point of view about drug rehabilitation programs. The writer said that the government needed to provide drug rehabilitation programs for drug users. The second and the third paragraphs were the arguments. In the second paragraph, the writer argued that the drug users were actually just victims. Thus, they needed to be helped. In the third paragraph, the writer argued that sending the drug users to the jail was not a solution. Instead, putting them into a rehabilitation program might cure them. Those two paragraphs contained some information related to the writer's opinions about drug rehabilitation programs. The last paragraph was the reiteration. It contained the restatements of the writer about drug rehabilitation programs. Usually, the last paragraph would just restate or emphasize the writer's point of view in the first paragraph.

For the last session in this stage, the researcher showed the visual organizer of analytical exposition text. It was a tool that helped the students to compose an analytical exposition text easily. From the visual organizer, the students could learn that the first thing that they had to choose was the topic to be the title of the text. Next they had to make the thesis statement which contained their point of view about the topic. It also included the position of the writer about the topic being discussed. Next they had to think of some arguments that support their position. Last, they had to restating again their position to make a conclusion.

k. Joint Construction of Text (JCoT)

After the students had learnt all materials related to the features of analytical exposition text, in this stage of teaching they were trained to use their understanding to do some tasks. For the first activity, the researcher would like to train the students' understanding about the generic structure of analytical exposition text. He had prepared a short analytical exposition text entitled "*Laptop as Students' Friend*". The students were asked to identify the generic structure in the text given. The researcher gave fifteen minutes for the students to do the task. They should do it in pairs in order to make it easier. After fifteen minutes had passed, the researcher discussed the students' answer. Using the slide presentation, the teacher explained the correct analysis of the text. All students could see and learn from the slide presentation clearly.

For the second activity, the researcher had prepared a visual worksheet that contained some grammar tasks. The tasks inside the worksheet would train the students' understanding about the use of present tense. If the students could have better understanding of present tense, they could make correct sentences in their writing. The students were given fifteen minutes to do the tasks in the worksheet. For this task, they should do it individually. At the end of the activity, the researcher asked the students to exchange their answer. He then led the discussion about the correct answer for each question in the tasks. The students could follow the discussions easily and check their answers.

For the third activity, the researcher would like to train the students' understanding about the generic structure of analytical exposition text. In this activity, the researcher had prepared five envelopes. In each envelope, there were some jumbled paragraphs written on cards. The students were asked to arrange those jumbled paragraphs into a correct order according to the topic. In order to know the topic for each text, the students could see the picture clue in the front of the envelope. The students were given fifteen minutes to do the activity in groups. So, the researcher asked the students to make some groups beforehand. Each group should consist of four to five students. One of members in the group would pick one envelope. Each group should be responsible to arrange the jumbled paragraphs as fast as possible. The group that could finish the task at first would be the winner in this activity. The researcher discussed the students answer at the end of the activity.



Figure 24. The Visual Media

The fourth activity related to the writing mechanics. Using the same techniques from the previous cycle, the researcher had prepared a rewriting task. In this task the students were given a short analytical exposition text which was incomplete. Being incomplete meant that the text was written inappropriately without punctuations and indentation. The students were asked to rewrite the text using the correct writing mechanics. They also had to select the appropriate verbs in the text. After the students had done the task, the teacher reviewed the text by showing the correct one in the slide presentation.

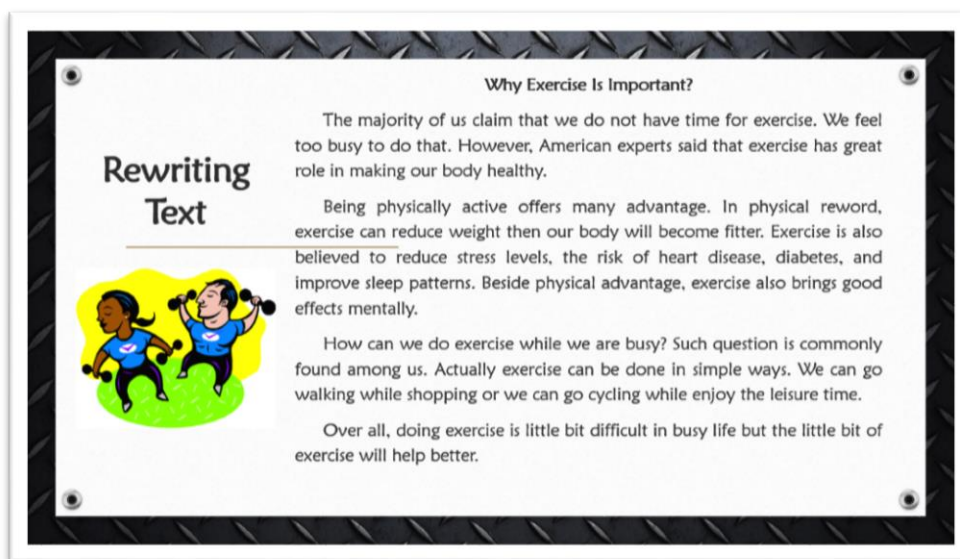


Figure 25. The Rewriting Task

The last activity in this stage of teaching related to the students' writing composition. In order to help the students compose their writing in an easier way, the researcher handed down a visual organizer to the students. The visual organizer contained some drawings or boxes that

highlighted the generic structure of analytical exposition text. By completing the information in the visual organizer, the students were guided to compose their own analytical exposition text. In order to ease the students learning, the researcher had prepared some writing topics for the students to choose. Using the slide presentation, the researcher showed the three topics that related to the theme of the lesson.

The first topic was about school time, the second topic was about mobile phones, and the third topic was about the school subject. For each topic mentioned, the researcher asked the students about their opinions. The lesson was filled with a classroom discussion between the students who agreed with a certain topic and those who did not agreed. The difference of opinion between the students was normal. The researcher also asked the students to give their supportive arguments that correlated with their point of view. In addition, the researcher also gave some opinions related to the topic being discussed by using visual media. From there, the students could clearly see the connection of ideas between their perspectives and the topic of the lesson.

The students must select one topic to be used in their final writing product. After they picked one topic, the students would fill their visual organizer with the topic that they had chosen. They had to provide several information that supported their point of view about the topic. They also had to decide the title of their writing which must be in line with the topic that they had chosen.

1. Independent Construction of Text

After the students had completed to fill their visual organizer, the researcher checked whether the information inside the visual organizer had a correlation with the topic that the students' chose. After conducting some drafting and reviewing with their friends and the researcher, the students were asked to make a simple analytical exposition text based on the visual organizer that they had. There were three main topics that the students could choose. First was about the students select their own subject to learn. Second was about less school time. Third was about using phones in the classroom. The students were helped by the use of visual organizer because they had arranged the information for their arguments. It took no more than one hour for them the finally produce their final writing. At the end of the lesson, the researcher collected all students' writing products and closed the lesson.



Figure 26. Writing Topics

9. Reflection

After the third meeting, the researcher did a reflection to evaluate the implementation of actions in this third cycle. In order to do that, the researcher did a discussion with the other research members (the English teacher and the collaborator) about the results of actions in this third cycle. He would like to see the effect of using visual media towards the five major points of improvement in this research. The discussion about them would be presented in the following sections.

k. The Grammar Point

Same with the previous cycle, the objective of grammar point for the third cycle was to teach about present tense. In this cycle, the researcher used a visual worksheet to train the students about the use of present tense. Before the students got the worksheet in MoT (*Modelling of Text*) session, the researcher had given some explanation about present tense. He outlined the type of present tense and its structure so that the students could learn the difference between simple present, present continuous, and present perfect. He gave examples for each type and asked the students to give their own example.

The visual worksheet was also designed to help the students understand present tense easily. It started from a simple task that the students could do and moved to some advanced tasks. The difficulty of the task would increase but the students were still capable in doing it. The researcher had highlighted the verbs in the input text given. The students

could learn the use of present tense in an analytical exposition text from there. The use of worksheet during the MoT (*Modelling of Text*) session was also useful to train the students' understanding about present tense. Most students could answer the task correctly without much difficulties. They could also select the appropriate verbs to be used in the sentence.

The students' improvements in understanding present tense could also be seen in the students' writing product. Most of them had few mistakes in grammar point. Below was the one example of final writing products in XI IPS 1 class.

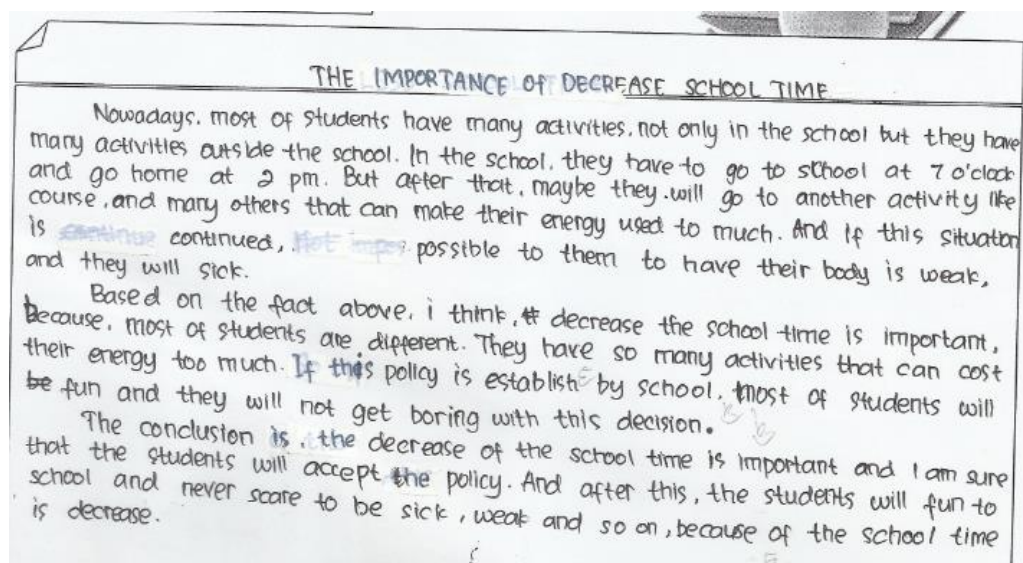


Figure X. The Student's writing Product

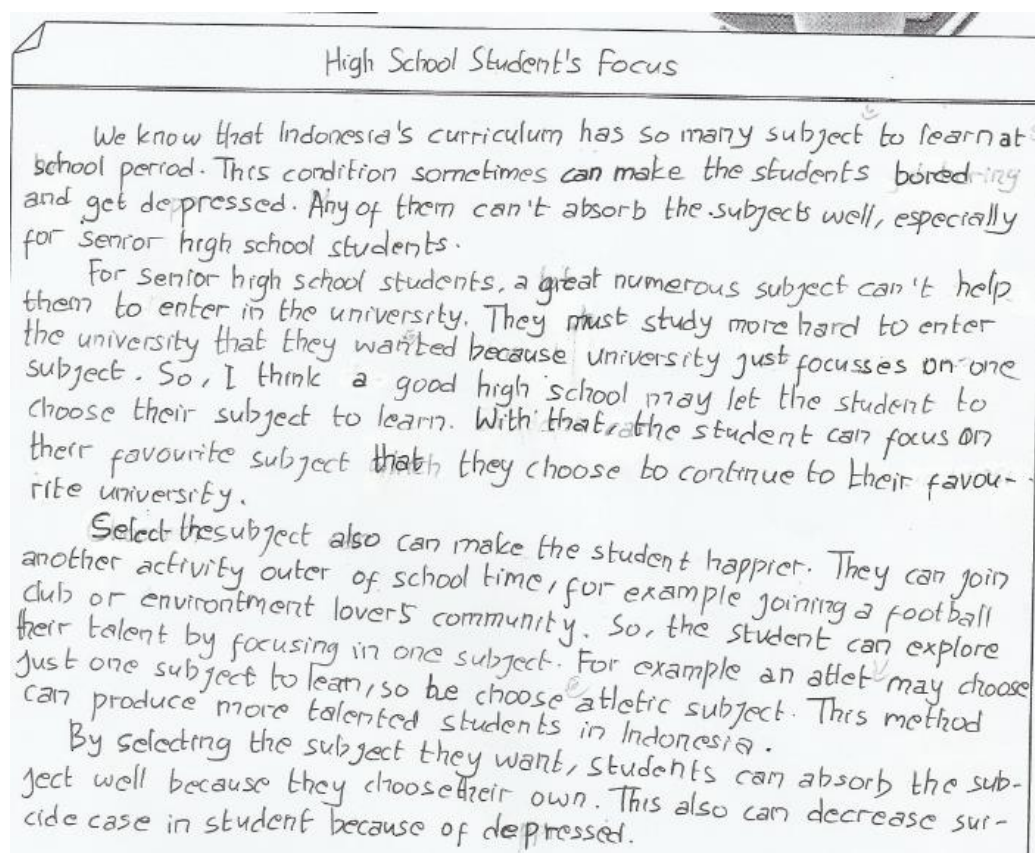
From the example above, it could be seen that the student had been able to identify and use present tense verbs correctly. She could recognize the subject of the sentence and use the corresponding present tense verb appropriately. They could differentiate between singular and plural nouns

so that they could decide whether she must use singular or plural verbs. She could make active sentence and passive sentence correctly. She could recognize the use of relative verb appropriately for example “*is*” and “*are*”. Overall, her understanding of present tense in analytical exposition text was good.

The average score of grammar point for XI IPS 1 class in their final writing of analytical exposition text was around 15,00. It could be concluded that they had already good understanding about present tense from the grammar tasks in the visual worksheet. Thus, the use of visual media (in the form of visual worksheet) in this third cycle was successfully helping the students to learn grammar, in this case the use of present tense in analytical exposition text.

1. The Vocabulary Mastery

In order to add the students’ vocabulary range about school and social life, the researcher used visual media in the form of slide presentation and model analytical exposition text for the students to read. All of materials given (the model texts and visual media) had provided the students a lot of words that could be used in their writing. From the model texts, they could learn many topic in the social life. From the slide presentation, they could learn more topics about the life in school. Thus, they could use those topics as writing ideas. One example of the students’ final writing product would show the range of vocabulary in their writing.



The Student's writing Product – Appendix H

From the example of students' writing product above, it could be seen that she had used many kinds of words related to the topic of school and social life. She also had used the transitional words appropriately and some technical terms. She could present her opinions in a logical way that could support her point of view. The average score of vocabulary aspect for XI IPS 1 class in their final writing of analytical exposition text was 15,38. This score showed that the students had good ranges of vocabulary in the topic of school and social life. Moreover, they could use their vocabulary appropriately in their writing. Thus, the use of visual media (in the form of

visual input texts, slide presentations, and videos) in this third cycle was successfully helping the students to enrich their vocabulary about the topic of the lesson. So, the students could use many words and provide more information in their writing.

m. Writing mechanics

In the lesson, the researcher used a rewriting task during the JCoT (*Joint Construction of Text*) session in order to train the students about writing mechanics. In the task, the students were required to rewrite a simple text entitled “*Why Exercise Is Important?*” using appropriate writing mechanics. One example of the students’ work below would show the students’ understanding about appropriate writing mechanics.

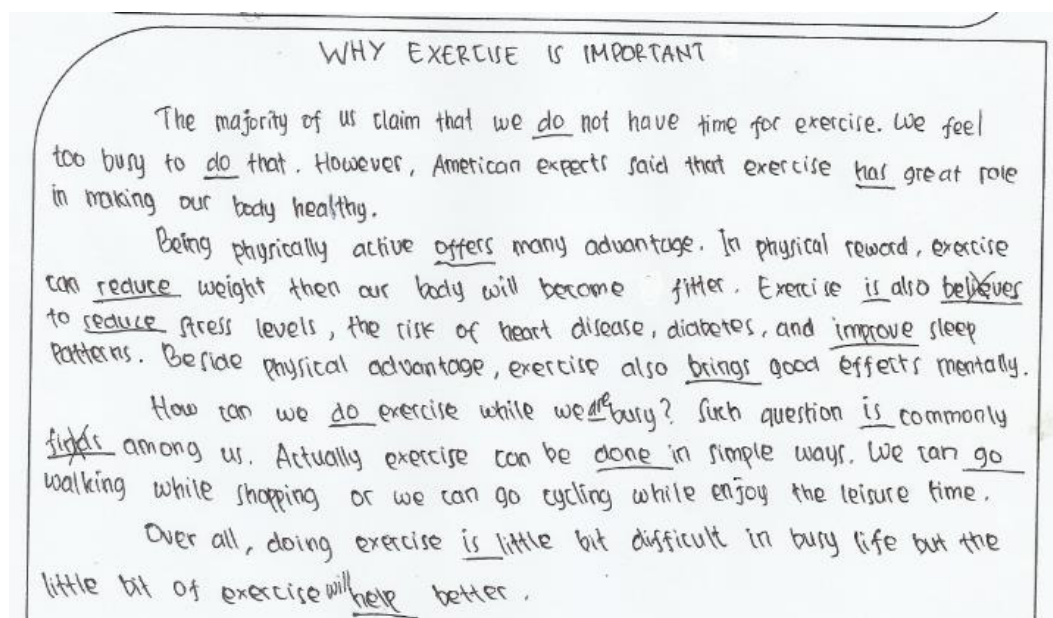


Figure X. The Student's Writing Product

From the writing example above, it could be seen that the student had already had good understanding about appropriate writing mechanics. She could appropriately write the title of the text. She could appropriately put the punctuations so that each sentence could have a meaning. She knew the difference between comma and full-stop and understood the correct place to put them. She showed her understanding of capitalization correctly by using capital letter in the first word of the sentence. Related to the text layout, she had used the appropriate indentation for each paragraph in her writing appropriately. Overall, she could do the task very well with only two mistakes.

The average score of writing mechanics for XI IPS 1 class in their final writing of analytical exposition text was 15,88. This score showed that the students of this class had understood about appropriate writing mechanics. They were able to do the task appropriately with only some minor mistakes. Thus, it can be concluded that the use of rewriting task in this third cycle was successfully helping the students to have better understanding in the appropriate writing mechanics.

n. Text Type Features

In this third cycle, the students were required to learn about analytical exposition text. Before they were able to make an analytical exposition text by themselves, they had to know the features of analytical exposition text at first. The features of analytical exposition text that the students

should learn were grammatical and language features. In addition, they should also learn about the generic structure of analytical exposition text. In order to help them learning those features, the researcher used visual media in the form of slide presentation. Using the visual media, the researcher explained all materials related to the features of analytical exposition text in detail. He ensured the student could follow the materials presented in the visual media easily. One example of the students' writing product was presented below.

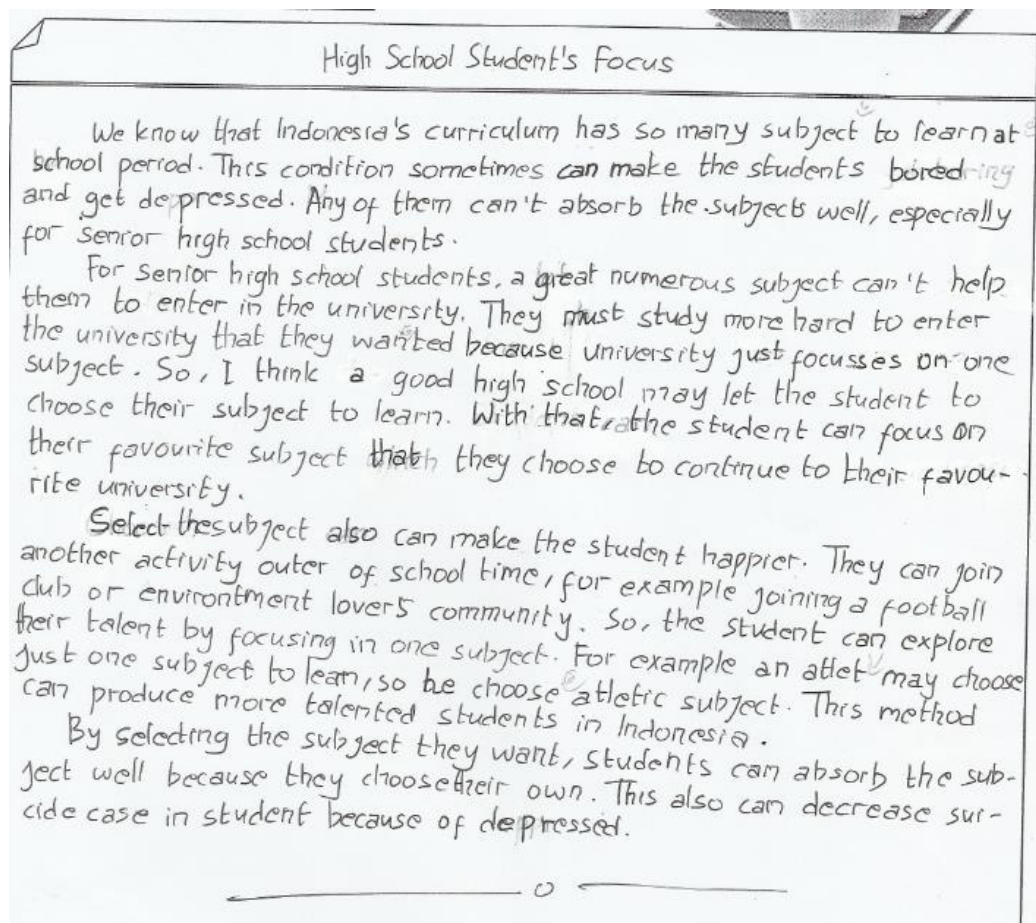


Figure X. The Student's writing Product

In the scoring aspect, Organization (O) scored the students' understanding in organizing their sentences and paragraphs in their writing product. It was closely related to the text type features. The average score of organization aspect for XI IPS 1 class in their final writing of analytical exposition text was more than 14. This score showed that the students of this class had good understanding in organizing their sentences or paragraphs to suit the rule of analytical exposition text features. Most of them had been able to follow the generic structure of analytical exposition text (Thesis, Arguments, and Reiteration) in their writing. Thus, it can be concluded that the use of visual media in the form of slide presentation and the use of appropriate model texts in this third cycle was successfully helping the students to have better understanding in the features of analytical exposition text.

o. Lesson Engagement

In this cycle, the researcher had maximized the use of visual media in each stages of the lesson in order to engage the students into the lesson. He used several different types of visual media such as slide presentations, static pictures, videos, visual worksheets, and visual organizers. Those visual media were hoped to make the lesson more interesting and motivating to the students. They could also ease and help the students to follow and understand the materials quickly and comprehensively.

There were some responses that the researcher founded during the teaching and learning process. First, the students' attention was increased. They listened his explanations with a great enthusiasm. Second, the students became more active. During the JCoT session, the students were very passionate in doing the game. They felt unstressed about the activity and were happy to do it. Third, the students' motivation was improved. The use of visual media eased their efforts in understanding the materials. Thus, the students felt more motivated to learn more.

Overall, there were some improvements occurred in the students' lesson engagement during the lesson. They were happier in the classroom. They also enjoyed their learning. They became more active in doing the tasks and activities that the researcher gave. The students also had good behaviors during the teaching and learning process. Their attention and motivation were improved as well. Thus, it could be concluded that the use of visual media in this third cycle could successfully improve the students' lesson engagement.

E. General Findings

After implementing all planned actions in three research cycles, the researcher collected all results from each cycle to make the general findings of this research. There were several findings gathered from the use of visual media in the teaching and learning process of writing in XI IPS 1 class. Those findings were outlined in the following discussions.

1. Visual media in the writing lesson could make the teaching and learning process to be more interesting and colorful. The main benefit of visual media was that they were visually attractive.
2. The use of visual media in the writing lesson changed the students' perception. They used to think that the writing lesson would be very stressful and boring. After the implementation of the visual media in the writing lesson, they felt that the lesson was fun and interesting. They could easily engage into the lesson and learn the materials in a better way. At the end, they could get more motivation and good feelings in learning English.
3. The use of visual media eased the students to get the idea of writing. Sometimes, the students felt that they did not know what to write simply because they had no idea about the topic. Here, the visual media gave them some inspirations and ideas about the topic that they learn. Thus, the students would easily pick or get the ideas from the visual media to be used in their writing. In fact, the efforts of getting ideas to write mostly took so much time. They would just waste their time just to find and decide an idea. Thus, the use of visual media gave them preliminary introduction of

the topic that they must learn. At the end, the students would be easily understood about the topic and could learn autonomously.

4. The use of visual media really helped the students to learn the text type features better. Compared to the use of conventional technique in which the teacher just mainly explain the text types directly in front of the class, the use of visual media gave an alternative for the students to learn the text types features in an interesting way. In addition, the students could quickly understand about the text type features by the use of visual media.
5. Creating a good classroom environment would greatly increase the students' engagement into the lesson. Using interactive methods and interesting media, the students would feel enjoy and less stressful in their writing process. Helps and supports from the teacher were also very important to ensure that the students could achieve a good writing product.

The use of visual media in the teaching and learning process of writing in XI IPS 1 class were believed to bring some improvements in five aspects. Those were in the students' understanding of grammar, the students' vocabulary mastery, the students' understanding of writing mechanics, the students' understanding of text type features, and the students' lesson engagement. The improvements occurred in those five aspects would be outlined in the following table.

Aspects	Pre-actions	Actions in Cycle I	Actions in Cycle II	Actions in Cycle III
Grammar Point	Low understanding in grammar	Good understanding in past tense	Good understanding in present tense	Better understanding in present tense

Vocabulary Mastery	Limited range of vocabulary	More vocabulary in the topic of kindness and friendship	More vocabulary in the topic of animal and nature	More vocabulary in the topic of school and social life
Writing Mechanics	Low awareness and understanding of appropriate writing mechanics	Good understanding of the name, definition, and usage of punctuations	Good understanding of punctuations, indentation, capitalization, and text layout	More understanding of appropriate writing mechanics
Text Type Features	Low understanding of English text type features	Good understanding of narrative text type	Good understanding of report text type	Good understanding of analytical exposition text type
Lesson Engagement	Low attention and motivation	More active in the classroom	More attention and motivation to the lesson	More engagement and involvement in the activities

Table 7. The General Improvements

CHAPTER V

CONCLUSIONS, IMPLICATIONS, LIMITATIONS OF THE RESEARCH, AND SUGGESTIONS

A. Conclusions

Based on the research findings, the conclusion of this research can be summarized as followings:

1. This research was done from August 29th to October 01st 2012. It consisted of three cycles. The first cycle consisted of three meetings. They were on Wednesday 29th August, Thursday 30th August, and Monday 03rd September. The second cycle consisted of three meetings. They were on Wednesday 12th September, Thursday 13th September, and Wednesday 19th September. The third cycle also consisted of three meetings. They were on Wednesday 26th September, Thursday 27th September, and Monday 01st October.
2. The results from the first cycle showed some improvements in the five points of action. In the grammar point, the students had better understanding about past tense from the use of worksheet. In the vocabulary mastery, the students had more range of vocabulary in the topic of kindness and friendship. In the writing mechanics, the students had better understanding of the name, definition, and usage of punctuations. They were also aware of appropriate writing mechanics in their writing. In the text type feature, the students had better understanding of narrative text type. Most of them could write a simple

narrative text type appropriately. In the lesson engagement, the students began to be more active. They were also more involved in the learning activities.

3. The results from the second cycle showed some improvements in the five points of action. In the grammar point, the students had better understanding about present tense from the use of worksheet and visual media. In the vocabulary mastery, the students had more range of vocabulary in the topic of animal from the model texts and visual media. In the writing mechanics, the students had better understanding and awareness of appropriate writing mechanics in their writing. In the text type feature, the students had better understanding of report text type. Most of them could write a simple report text type appropriately. In the lesson engagement, the students were active in the lesson. Their attention and motivation increased significantly.
4. The results from the third cycle showed some improvements in the five points of action. In the grammar point, the students had more understanding about present tense from the use of visual media. In the vocabulary mastery, the students had more range of vocabulary in the topic of school and social life. In the writing mechanics, the students had more understanding and awareness of appropriate writing mechanics in their writing. In the text type feature, the students had better understanding of analytical exposition text type. Most of them could write a simple analytical exposition text type appropriately. In the lesson engagement, the students were more active. They were also more engaged into the lesson.

5. The use of visual media in the teaching and learning process of writing helped the students to get improvements in five aspects. Those were in the grammar, vocabulary, writing mechanics, text type features, and lesson engagement. The improvements on those five aspects would eventually improve the writing skill of XI IPS 1 students.

B. Implications

During the research progress, there were some implications felt by the main parties that were involved from the beginning to the end of this research. Those implications could be presented as followings:

1. For the Teacher: this research gave her some inspirations and insights in how to teach writing in a different way. She acknowledged that the use of technology media such as slide presentations using the LCD projector and visual media such as pictures and videos were successfully engaged and attracted the students to follow the lesson easier.
2. For the Students: the use of visual media as writing prompts in the lesson could add their motivation to learn English. They felt more enjoy and happy to the lesson because of the media. They assured that the English lesson became less boring and monotonous especially in the writing lesson.
3. For the Researcher: this research gave me so much new experience and knowledge about how to deliver a good writing lesson, how to conduct an action research properly, and how to manage visual media in the teaching

process. These new experience and knowledge are so valuable as inputs and inspirations to be used when I teach English in the classroom.

4. For the Collaborator: she confessed that this research gave her some inspirations related to the use of media in teaching writing. She would also implement this technique in her classroom. She believed that the media could be used in teaching other English skills such as speaking or reading.

C. Limitations of the Study

During the researcher conducted this study in XI IPS 1 at SMA N 1 Bantul, there were several factors that became limitations. First was about the time schedule. English lesson in this class got three meetings each week. They were scheduled on Monday at 08.30 – 09.15, Wednesday at 07.00 – 08.30, and Thursday at 12.15 – 13.45. When the lesson conducted on Monday and Wednesday, which in fact they were morning time, the students were still fresh in mind and body. They could engage well to the lesson and follow the lesson easily. However, when it came to Thursday, they could not focus to the lesson very well. It was happened because of two major factors. First, the English lesson got at the end of the schedule so that the students got distraction and temptation to go back home. Second, the students were almost lack of energy after facing through several previous lessons. They got easily tired and sleepy in the classroom.

Second was about the teaching media. The school had of course the complete and adequate facilities to support the teaching process. However, the reconstruction of the school (to build some new rooms and classes) was begun when the researcher

was conducting this study. The XI IPS 1 class was moved to the new classroom. It was larger and cleaner than the previous room but it did not have the classroom facilities such as LCD projector installment and room speakers yet. In order to conduct better lesson, the researcher moved the class to the library because it had the LCD projector and room speakers. This plan was just temporarily and the researcher told the students that they would get back to their classroom after the school had installed all the classroom facilities.

D. Suggestions

This research is far from being perfect. There are still some weaknesses and limitations in conducting the research. Thus, there are some suggestions from me for other researchers who want to conduct another research that has some characteristics:

1. If the research deals mainly with the media, the researcher has to make sure that the media required are available and manageable from the beginning to the end of the research progress.
2. If the research is about English writing, the researcher must aware to the process of students' writing. It will take very much time, so make sure that the time management of the lesson is good.
3. Doing an action research is quite complicated because it needs so much time and energy, so some helps from other people are required. They can help the researcher in collecting data such as photographs, videos, notes, and even

recordings during the research. Thus, the researcher can concentrate mainly to deliver the lesson well.

4. An action research also deals with so many kinds of data such as photographs, videos, notes, recordings, and many others. They are very important in this research because they become the main basis of the research findings. Thus, in order to capture them all, the researcher must previously prepare all the required equipment to collect the data. He must ensure that the equipment works well and adequate to get all the data during the research.

REFERENCES

- Brown, H. D. (2000). *Principles of Language Learning and Teaching (4th Edition)*. New York: Addison Wesley Longman, Inc.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practice*. White Plains, New York: Pearson Education Inc.
- Brown, H. D. 2007. *Principles of Language Learning and Teaching*. White Plains, New York: Pearson Education Inc.
- Burns, Anne. (1999). *Collaborative Action Research for English Language Teaching*. Cambridge: Cambridge University Press.
- Burns, Anne. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. UK: Routledge
- Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta. (2010). *Panduan Tugas Akhir*. Yogyakarta: UNY Press.
- Feez, Susan., Helen, Joyce. (1998). *Text-Based Syllabus Design*. Sydney: National Centre for English Language Teaching and Research.
- Fromkin, V., Rodman, R., Hyams, N. (2002). *An Introduction to Language (Seventh Edition)*. Massachusetts: Wadsworth.
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. New York: Longman ELT.

Harmer, J. (2001). *The Practice of English Language Teaching*. New Jersey: Pearson Education Limited.

Harmer, Jeremy. (2004). *How to Teach Writing*. Essex: Pearson Education Limited.

Hornby, A. S. (2000). *Oxford Advanced Learner's Dictionary: Sixth Edition*. New York: Oxford University Press.

Madya, Suwarsih. (2006). *Teori dan Praktik Penelitian Tindakan (Action Research)*. Bandung: Alfabeta cv.

McNiff, J. (2002). *Action Research for Professional Development*. London: Longman.

McNiff, J., with Whitehead, J. (2002). *Action Research: Principles and Practice*. London and New York: Routledge.

Nunan, David. (2004). *Task-based Language Teaching*. Cambridge: Cambridge University Press.

Weigle, Sara Cushing. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.